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AUTHOR Naik, Nitin S.; And Others
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ABSTRACT

The results are provided of a statewide content verification survey of "expert" educators designed to verify indicators in the 1989-90 System for Teaching and Learning Assessment and Review (STAR) as reasonable expectations for beginning and/or experienced teachers (BETs) in Louisiana and as providing professional endorsement at the fundamental decision making level for renewable professional certification. The STAR contains 140 teacher effectiveness and student learning indicators, which are classified into four performance dimensions that are operationalized by 23 teaching and learning components (TLCs). In March of 1990, approximately 400 teachers (60% of the sample), school administrators (30% of the sample), and instructional supervisors and college faculty (10% of the sample) who had expert understanding of STAR assessment indicators, were mailed a survey designed to explore five key areas of concern with each indicator and to collect demographic information. A total of 336 usable surveys were returned (a return rate of 84%). Descriptive statistical summaries were computed for demographic variables and for each item for the total sample, administrator and teacher groups, and elementary and secondary school teacher groups. The percentages of each category requesting the extent to which BETs were prepared to successfully demonstrate the various TLCs and whether the components should be required for initial and renewable certification were computed. The results show strong teacher endorsement/affirmation of STAR content and strongly support most of the indicators as reasonable performance expectations for BETs and as important to student learning enhancement. Three appendixes are included. Appendix A provides extensive statistics from the demographic portion of the survey. Appendix B outlines the organizational structure of the 1989 STAR. Appendix C provides the directions for the Louisiana STAR Content Verification Study. (RLC)

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"Expert" Verification of Classroom-Based Indicators of Teaching and Learning Effectiveness for Professional Renewable Certification

Nitin S. Naik
Louisiana State University

Flo H. Hill
Louisiana State University

and

Glenda G. Lofton
Louisiana State University

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at the meeting of the
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Introduction

The System for Teaching and learning Assessment and Review (STAR (Ellett, Loup & Chauvin, 1989-90) is a comprehensive, on-the-job teacher assessment system designed to collect information and make important decisions about the quality of effective teaching and student learning in classrooms within an interactive framework of professional development and support. The Louisiana STAR was developed in response to two specific legislative mandates: 1) the Teaching Internship Law (1984); and 2) the Children First Act (1988). These two legislative acts, considered collectively, call for the development and implementation of a statewide teacher assessment/evaluation system for the purpose of providing professional support for new teachers during the early year(s) of initial employment and the periodic evaluation of all Louisiana teachers for the purpose of renewable professional certification.

Requirements contained in the Children First Act (1988) stipulate that all Louisiana teachers undergo periodic (five year) classroom evaluations based on a standardized process/system for the purposes of renewable professional certification. Additionally, the Children First Act contains a provision for the revision of the state teacher salary schedule, and a plan for a Model Career Options Program (MCOP) for teachers. Under this latter plan, teachers who receive a "superior" rating under the new evaluation system will qualify for consideration for the MCOP.

The STAR is based upon an extensive review of the research literature on effective teaching and learning (Claudet, 1990) and on an analysis and synthesis of eight large-scale teacher performance assessment instruments currently being used in a variety of state-wide efforts to make decisions about beginning teacher certification, annual evaluation, career ladders, and skills needing improvement (Ellett, Garland & Logan, 1987; Logan, Garland & Ellett, 1989). This synthesis was considered a "baseline" for the subsequent development of STAR assessment indicators, and several additions have been made to broaden perspectives on a new generation of assessments of teaching and learning (Ellett, 1990).

Reflecting a continuation of efforts began initially during the Spring of 1989 (first STAR pilot year), the STAR assessment process/system was further developed and refined during FY 1989-90 (second pilot year) through a program of seven-day professional assessor certification sessions conducted statewide (1989-90) involving some 6000 Louisiana educators. Thus, the further refinement/piloting of the STAR system during second year research and development activities represents ongoing development of a "state of the art" assessment/evaluation system to fulfill legislative mandates set forth in both the Teaching Internship Law (1984) and the Children First Act (1988).

The laws governing the teaching internship and teacher evaluation projects require that Louisiana educators have input in the development of the STAR and the STAR assessment process. Since the initial pilot year (1988-1989) educator input has been sought in a variety of ways. Therefore, as part of the developmental activities during FY 1989-90, a statewide survey of knowledgeable educators was completed in an effort to better understand perspectives regarding each of the assessment indicators in the STAR, which is the second in a series of studies of this nature. The data examined in this study represent an attempt to collect professional input from approximately 400 educators in Louisiana with an "expert" understanding of STAR indicators. Quite often broad ideas can be judged by educators with a general understanding or knowledge of issues. However, to assess reasonableness at the STAR assessment indicator level, it is necessary to use "experts" with a clear and thorough understanding of each indicator and the STAR assessment process.

Purpose

The purpose of this document is to report the results of a statewide content verification survey of "expert" educators to verify STAR indicators as being reasonable expectations for beginning and/or experienced teachers in Louisiana. This is the second in a series of studies to verify STAR content using perspectives of Louisiana teachers and other informed educators. The first study (Ellett, Naik & Logan, 1990) was an attempt to verify an initial set of STAR Teaching

and Learning Components (broad ideas) as part of a larger content validation effort for the STAR. The focus of this study was on STAR indicators which will provide professional endorsement at the fundamental decision making level. This study allows educators from throughout the state, representing all school districts and teaching and learning contexts, to have initial input into an important assessment and support process.

Methods and Procedures

Sample: The sample for this study consisted of approximately 400 educators -- teachers (60%), school administrators (30%), and instructional supervisors and college faculty (10%) -- nominated as having an "expert" understanding of STAR assessment indicators. This sample included educators from throughout the state of Louisiana, representing all parishes and teaching and learning contexts. Those selected had completed from seven to twelve days of intensive training for certification as STAR assessors and were considered highly knowledgeable and experienced with the draft STAR assessment system in Louisiana. Participant nominations were solicited from STAR trainers in each region of Louisiana. Detailed demographic information is included in APPENDIX A. The total population of those trained and certified to use the STAR during 1988-90 is approximately 4000.

Instrumentation: Data for this study were collected with a survey instrument developed to explore the five key areas of concern with each indicator and to collect demographic information from participants. The survey instrument consisted of four parts: 1) Part A - Demographic Information, 2) Part B - STAR Content Verification, 3) Part C - Comments and Suggestions, and 4) Part D - Participant Information.

The 1989-90 STAR (Ellett, Loup & Chauvin) consists of four Performance Dimensions: 1) Preparation, Planning and Evaluation; 2) Classroom/Behavior Management; 3) Learning Environment; and 4) Enhancement of Learning. These four Performance Dimensions are defined by a series of Teaching and Learning Components, each of which are further operationalized by

sets of assessment indicators. These assessment indicators represent the basic observation and decision-making units of the system. The total number of assessment indicators comprising the 1989-90 STAR (second pilot year edition) is 140. A copy of the overall organization of the STAR dimensions and components and sample pages from the STAR assessment document that include assessment indicators for the Teaching and Learning Component of TIME, can be found in APPENDIX B.

The STAR is an advanced classroom observation system that requires assessors to be certified through completion of a comprehensive, seven-day program that include, selected assessments in the actual classroom setting. Assessments for renewable certification, beginning in Fall 1990, will be made by an assessment "team" comprised of the school principal or equivalent level supervisor, an "outside" assessor (employee of the state), and a peer teacher, whose contribution to the assessment team has been shown by pilot research on the STAR to be both practical and beneficial.

The original STAR assessment model requires assessors to begin with an independent review of a Comprehensive Unit Plan (CUP) prepared by the teacher for a five-to-seven day unit of teaching and learning activities. The assessment indicators comprising Performance Dimension I (Preparation, Planning and Evaluation) are assessed prior to subsequent classroom observations of teaching and learning. The CUP assessment is followed by three "announced" classroom observations for the full period of a lesson during the time frame covered by the CUP. Each team member observes a lesson independently. Data are collected by taking comprehensive notes relative to the performance of the teacher and students, and notes on interactions between the teacher and students, and among students as well. In addition, estimates are made of the classroom "engagement" rate using a systematic procedure called "scanning." Two types of engagement estimates are made: 1) a class estimate of the quantity of students engaged in classroom activity (other than organizational events) during a scan, and 2) a class estimate of the "quality and intensity" of those students who are engaged during scans.

After all observational data are recorded, the assessor works through the STAR assessment manual and makes decisions about the "Acceptability" of each assessment indicator using the indicator statements, clarifications in an accompanying "Annotation," and a set of explicit decision making rules. Each assessment indicator is judged as either "Acceptable," or "Unacceptable." In arriving at scores for each Teaching and Learning Component, dichotomous assessment decisions for each assessment indicator are summed over indicators, assessors and assessment occasions (fall and spring).

The focus of this survey was verification of the STAR indicators within each Teaching and Learning Component. All respondents were familiar with the organizational structure of the document and had exhibited in depth understanding of the indicators.

The response format of the survey required educators to make a series of dichotomous ("YES or NO") judgments relative to each indicator in each Teaching and Learning Component under each Performance Dimension. These judgments were made relative to five key questions about each indicator: 1) clearly stated?, 2) applicable to your subject area or content specialty?, 3) free of bias?, 4) reasonable performance expectation?, and 5) important for the enhancement of student learning? A copy of the directions for teachers relative to these five key questions can be found in APPENDIX C.

Data Collection Procedures: Individual instruments and instructions were packaged for each participant and mailed to them in early March. The participants were asked to return the completed survey in an enclosed, self-addressed envelope no later than March 30, 1990. Detailed directions for completing and returning the survey were enclosed. A total of 336 useable surveys (84%) were returned.

Data Analyses: Descriptive statistical summaries were computed for demographic variables, and for each instrument item for the total sample, administrator and teacher groups, and for elementary and secondary teacher groups. In addition to instrument items, percentages of each category

requesting the extent to which beginning and experienced teachers were prepared to successfully demonstrate the various Teaching and Learning Components, and whether the components should be required for initial and renewable certification were computed.

Results

Summaries for Content Verification Questions for Assessment Indicators By Each STAR Component

The results of responses to survey items for the total sample are presented in Table 1. The percentage of "Yes" and "No" responses for each indicator for each Teaching and Learning Component within each STAR Performance Dimension was computed for the total sample.

Percentages of "yes" responses to the content verification questions ranged from a low of 63.3% in one indicator to a high of 100% in six of the indicators. The percentage of the "yes" responses to the first three questions on the survey for each of the 140 indicators consistently exceeded 80% with the exception of three indicators (Associations are taught and used in learning, 78.5%; Involves students in developing principles and/or rules, 77.1%; and "Areas of misunderstanding or difficulty are identified before students ask questions ** or** no misunderstanding or difficulty occurs, 78.7%) for the question "Clearly Stated". For the question "Reasonable Performance Expectation for Renewable Certification", the support was high. The indicator "Areas of misunderstanding or difficulty are identified before students ask questions **or** no misunderstanding or difficulty occurs" received the lowest percentage (66.6%) of support while the greatest percentage of support was found in the STAR Teaching and Learning Component of Oral and Written Communication (99%) for this question.

As shown in Table 1, the percentage of "yes" responses to the content verification questions for STAR Teaching and Learning Component I.A (Goals and Objectives) ranged from a high of 99.7% for "Free of Bias" for indicators I.A.1 (The Cup includes learning goals) and I.A.2 (Objectives for learning are stated in terms of student outcomes) to a low of 83.5% for "Reasonable Performance Expectation for Renewable Certification" for indicator I.C.5 (Student

performance assessment data have been used to develop learning objectives as appropriate). When responding to the importance of indicator I.A.5 enhancing student learning the percentage of "yes" responses increased to 89.3%. For this STAR Teaching and Learning Component 94.9% of the respondents supported the set of assessment indicators as reasonable expectations for teachers seeking initial professional certification and 84.7% for teachers seeking renewal of professional certification.

Star Teaching and Learning Component I.B: Teaching Methods and Learning Tasks focuses on planning for appropriate teaching and learning activities that provide learners with practice based on students needs relative to planned objectives. The total number of percentages for "yes" responses ranged from a high of 99.4 % for "Applicable To Your Subject Area or Content Specialty" and "Free of Bias" for indicator number I.B.1 (Activities planned engage students in practice on objectives) to a low of 85.3% for "Clearly Stated" for indicator number I.B.3 (Activities are separated into component parts as needed). On all other questions for each indicator the percentage of "yes" responses was 90% or greater with the exception of "Reasonable Performance Expectation for Renewable Certification" for indicator number I.B.4 (Activities accommodate the range of developmental and ability levels and needs of students) where the percentage of "yes" responses was 86.1%. Overall, 92.4% supported this set of assessment indicators to be reasonable expectations for teachers seeking initial professional certification and 89.4% for teachers seeking renewal of professional certification.

Assessment indicators in the STAR Teaching and Learning Component I.C: Allocated Time and Content Coverage focus on organizing time for teaching and learning activities and the structure, ordering, and depth of coverage of content knowledge. Included in this component is the indicator which received the lowest percentage of "yes" responses for any one question. The percentage of "yes" responses ranged from a low of 63.3% for "Important for the Enhancement of Student Learning" for indicator I.C.3 (The CUP specifies the amount of time allocated for learning each segment of content) to a high of 98.7% for "Free of Bias" for indicator I.C.2 (The CUP specifies a prioritized or hierarchical and logical order in which knowledge is structured and will

be learned). Percentages for reasonable expectations for teachers seeking initial professional certification was 76.8% and 75.6% for teachers seeking renewal of professional certification.

In Teaching and Learning Component I.D: Aids and Materials, the percentage of "yes" responses ranged from a high of 98.4% for "Free of Bias" for indicator number I.D.1 (Aids and materials are logically sequenced as needed) to a low of 81.7% for "Reasonable Performance Expectation for Renewable Certification" for indicator number I.D.5 (The CUP specifies supplemental and/or differentiated aids and materials). This indicator also received the lowest percentage of support in Teaching and Learning Component I.D. for the questions "Applicable to your Subject Area or Content Specialty" (94%), "Free of Bias" (96.2%), and "Important for the Enhancement of Student Learning" (85.5%). 90.5% of the respondents supported this set of assessment indicators as being reasonable expectations for teachers seeking initial professional certification and 87.1% for teachers seeking renewal of professional certification.

For the seven assessment indicators that comprise STAR Teaching and Learning Component I.F: Formal Assessment and Evaluation, the focus is on assessment and evaluation procedures that include both formative and summative strategies for measuring student progress. The percentage of "yes" responses ranged from a high of 99% for the question "Free of Bias" for indicator numbers I.F.2 (More than one kind of formal assessment and evaluation procedure is planned) and I.F.3 (Formal assessment and evaluation procedures reflect a variety of formats and items) to a low of 83.3% for the question "Reasonable Performance Expectation for Renewable Certification" for indicator number I.F.4 (Formal assessment and evaluation procedures are appropriate for the developmental and ability levels and needs of all students). The percentage of support for reasonable expectations for teachers seeking initial professional certification was 89.9% and 87.4% for teachers seeking renewal of professional certification.

Five components comprise the STAR Performance Dimension II (Classroom and Behavior Management). In the component of Time, the assessment indicators focus on efficient management and use of time. The percentage of "yes" responses ranged from a high of 99.1% for the question "Applicable to Your Subject Area or Content Specialty" for indicator numbers II.A.1 (Learning

activities begin promptly) and II.A.5 (Minor interruptions are managed quickly and efficiently **or** there are no interruptions) and for the question "Clearly Stated" for indicator number II.A.5. For the question "Free of Bias" for indicator number 8 (Learning activities continue until the end of the allocated time period), the percentage of "yes" responses was 99.1%, also. The lowest percentage of "yes" responses was 83.9 for the question "Reasonable expectation for Renewable Certification" for indicator number II.A.2 (Expectations for maintaining and completing timelines for tasks are communicated to students). The percentage of support for reasonable expectations for teachers seeking initial professional certification and renewal of professional certification was 94.6% in both instances.

Teaching and Learning Component II.B focuses on the efficient and effective management of classroom routines necessary for student enhancement of learning. The percentage of "yes" responses was 95% or greater for each of the five questions and each of the four assessment indicators. The percentage of "yes" responses ranged from a high of 99.7% for the question "Applicable to You Subject Area or Content Specialty" for indicator number II.B.3 (Aids, materials and equipment are available and ready for use) to a low of 95.5% for the question "Reasonable Performance Expectation for Renewable Certification" for indicator number 4 (Routine tasks are dealt with in an efficient manner). Support for this set of assessment indicators as being reasonable expectations for teachers seeking initial professional certification was 97.2% and 96.8% for teachers seeking renewal of professional certification.

When the respondents were asked to reflect on the one indicator (Approximately 90% or more of the students are engage in learning throughout the lesson) in the STAR Teaching and Learning Component II.C (Student Engagement), the percentage of "yes" responses ranged from a high of 82.1% for the question "Clearly Stated" to a low of 43.9% for "Reasonable Performance Expectation for Renewable Certification." When responding to the question "Important for the Enhancement of Student Learning" the percentage increased to 79.4%. Since this component is not being used for certification purposes, the questions regarding reasonable expectation for initial and renewable certification and preparation of beginning and experienced teachers were not included.

The focus of the STAR Teaching and Learning Component II.D is on monitoring and managing students' task-related behavior. The percentage of "yes" responses ranged from a high of 99.1% for indicator number II.D.5 (Uses techniques for maintaining the engagement of students who have been redirected **or** there is no persistent off-task behavior) for the question "Applicable to Your Subject Area or Content Specialty" to a low of 67.3% for indicator number II.D.6 (Efforts to redirect students who are persistently off-task are successful **or** there is no persistent off-task behavior) for the question "Reasonable Performance Expectation for Renewable Certification". Support for this set of assessment indicators as being reasonable expectations for teachers seeking initial professional certification is 86.1% and 87.3% for teachers seeking renewal of professional certification.

The concern for effective management of acceptable and unacceptable student behavior is the focus of the set of assessment indicators that comprise Teaching and Learning Component II.E. The percentage of "yes" responses ranged from a high of 99.4% for the question "Applicable to Your Subject Area or Content Specialty" for indicator numbers II.E.1 (Expectations about acceptable student behavior are made clear and are consistently maintained throughout the lesson **or** student behavior indicates that expectations are clear and consistent), II.E.7 (Uses techniques to stop unacceptable behavior **or** none are needed **or** there is no unacceptable behavior), and II.E.9 (Unacceptable behavior is dealt with in a reasonable manner **or** there is no unacceptable behavior) to a low of 86.8% for the question "Reasonable Performance Expectation for Renewable Certification" for indicator number II.E.3 (Uses appropriate methods to prevent/diffuse situation in which unacceptable behavior may occur **or** there is no unacceptable behavior). The percentage of support for reasonable expectations for teachers seeking initial professional certification was 92.1% and 93.7% for teachers seeking renewal of professional certification.

STAR Performance Dimension III is composed of two components. In the Psychosocial Learning Environment, assessment indicators focus on the quality of the classroom climate and positive interpersonal relationships between the teacher and students and among students. The

percentage of "yes" responses ranged from a high of 100% for indicator number III.A.11 (Is fair and impartial in dealings with students) for the questions "Applicable to Your Subject Area or Content Specialty" and "Important for the Enhancement of Student Learning" to a low of 83.2% for this same indicator for the question "Reasonable Performance Expectation for Renewable Certification". The percentage of "yes" responses was also 83.2% for the question "Reasonable Performance Expectation for Renewable Certification" for indicator numbers III.A.9 (Shows patience, empathy or understanding for students who respond poorly or who have difficulty **or** no students have difficulty) and III.A.12 (Students are given reasons for actions, decisions or directives made by the teacher as needed). The percentage of support for this set of assessment indicators as being reasonable expectations for teachers seeking initial professional certification was 95.3% and 94.3% for teachers seeking renewal of professional certification.

The focus of the Physical Learning Environment Component reflects a concern for the elements of a physical learning environment that enhances the learning of all students. The percentage of "yes" responses ranged from a high of 99.1% for indicator number III.B.4 (Arranges the functional elements of the learning environment to accommodate students with special needs **or** there are no students with special needs) for the questions "Applicable to Your Subject Area or Content Specialty" and "Important for the Enhancement of Student Learning" to a low of 92.1% for indicator number III.B.3 (The functional elements of the learning environment are arranged to effectively implement learning activities) for the question "Clearly Stated". This set of assessment indicators were supported by 97.5% of the respondents as being reasonable expectations for teachers seeking initial professional certification and 95.6% for teachers seeking renewal of professional certification.

Performance Dimension IV is comprised of ten teaching and learning components. Component IV.A (Lesson and Activities Initiation) is composed of a set of ten assessment indicators that focus on the beginning of the lesson and on the beginning of various teaching and learning activities as they arise during the lesson. The percentage of "yes" responses ranged from a high of 99.4% for the question "Free of Bias" for indicator numbers IV.A.6 (Expectations about

student engagement in learning tasks are communicated at the beginning of activities) and IV.A.9 (Reviews past learning to ensure student's readiness for new learning as needed) and 99.4% for the question "Important for the Enhancement of Student Learning" for indicator number IV.A.8 (Encourages all students to participate) to a low of 75.9% for the question "Reasonable Expectation for Renewable Certification" for indicator number IV.A.7 (Clearly communicates the challenge of learning task(s) to students as needed). The percentage of support for this set of assessment indicators as reasonable expectations for teachers seeking initial professional certification was 90.2% and 91.8% for teachers seeking renewal of professional certification.

For the STAR Teaching and Learning Component IV.B (Teaching Methods and Learning Tasks) the percentage of "yes" responses ranged from a high of 99.4% for the question "Applicable to Your Subject Area or Content Specialty" for indicator numbers IV.B.1 (Use of method is appropriate for the complexity of lesson content) and IV.B.2 (Teaching methods and learning tasks or topics within an activity are sequenced in a logical order) to a low of 77.6% for the question "Reasonable Performance Expectation for Renewable Certification" for indicator number IV.B.4 (The teacher and the students interact in more than one group size). The percentage of support for reasonable expectations for teachers seeking initial professional certification and teachers seeking renewal of professional certification was 92%.

When responding to questions concerning assessment indicators in Teaching and Learning Component IV.C (Aids and Materials), the percentage of "yes" responses ranged from a high of 99.7% for the question "Applicable to Your Subject Area or Content Specialty" for indicator number IV.C.3 (Teaching aids are used at appropriate times in the lesson) to a low of 86.3% for the question "Reasonable Performance Expectation for Renewable Certification" for indicator number IV.C.6 (Learning materials are used properly and accommodate the range of needs and abilities of students). When considering this set of assessment indicators as reasonable expectations for teachers seeking initial professional certification and renewal of professional certification, respondent support was 90.8%.

For the seven assessment indicators comprising Teaching and Learning Component IV.D (Content Accuracy and Emphasis), the percentage of "yes" responses was greatest for indicator number IV.D.3 (Content knowledge is accurate and up-to-date) and lowest for indicator number IV.D.2 (Emphasizes the value and importance of topics and activities). The percentage of "yes" responses ranged from a high of 100% for the question "Important for the Enhancement of Student Learning" to a low of 85.4% for "reasonable performance Expectation for Renewable Certification." Respondents supported this set of assessment indicators to be reasonable expectations for teachers seeking initial professional certification with 93.7% "yes" responses and 94.6% support for teachers seeking renewal of professional certification.

The STAR Teaching and Learning Component Thinking Skills centers around assessment considerations of the teacher's ability to actively involve students throughout the lesson in the development of higher order thinking. This set of eleven indicators focus on both the "what" (content) and the "how" (teaching methods and learning tasks) of thinking. The overall results indicated a greater percentage of "no" responses for the question "Reasonable Performance Expectation for Renewable Certification" than the other components with the exception of STAR Teaching and Learning Component I.C (Allocated Time and Content Coverage). The percentage of "yes" responses ranged from a high of 99.1% for the question "Free of Bias" for indicator number IV.E.6 (Asks a variety of questions) to a low of 73.6% for the question "Reasonable Performance Expectation for Renewable Certification" for indicator number IV.E.3 (Involves students in developing principles and/or rules). "Yes" responses were greatest for the question"Free of Bias" for all indicators in this Teaching and Learning Component with the exception of indicator number IV.E.4 (Encourages students to think of and recall examples from their own experiences) where the greatest percentage of "yes" responses occurred for the question "Clearly Stated" and indicator number IV.E.10 (Encourage creative thinking) where the percentage of "yes" responses for the Question "Important for the Enhancement of Student Learning" was 97.5%. In each indicator the percentage of "yes" responses for the question "Important for the Enhancement of Student Learning was greater than the percentage of "yes" responses for the question "Reasonable Performance

Expectation for Renewable Certification". When considering this set of assessment indicators as being reasonable expectation for teachers seeking professional certification, support was 85.4% for teachers seeking both initial and renewable certification.

In the STAR Teaching and Learning Component IV.F (Clarification), attention is focused on the teacher's ability to identify and clarify areas of misunderstanding and confusion as teaching and learning proceed. Indicator number IV.F.2 (Different words or examples are used in clarification **or** no clarification is needed) received the greatest percentage (97.1%) of "yes" responses to all questions except "Free of Bias" where the percentage of "yes" responses for indicator number IV.F.3 (Bases for learner difficulties or misunderstandings are sought **or** no misunderstanding or difficulty occur **or** probing is not necessary). The percentage of "no" responses was greatest for indicator number IV.F.1 (Areas of misunderstanding or difficulty are identified before students ask question **or** no misunderstanding or difficulty occurs) for all five questions. Overall, the percentage of "yes" responses ranged from a high of 99.4% for "Applicable to Your Subject Area or Content Specialty" to a low of 66.6% for "Reasonable Performance Expectation for Renewable Certification" for the preceding indicator identified. The percentage of support for reasonable expectation for teachers seeking initial professional certification was 88.6% and 90.8% for teachers seeking renewal of professional certification.

The set of three assessment indicators in Teaching and Learning Component IV.G (Pace) reference the teacher's ability to monitor and adjust pace of teaching and learning activities in order to most effectively enhance student learning. The percentage of "yes" responses for the indicators ranged from a high of 99.7% for the question "Important for the Enhancement of Student Learning" for indicator number IV.G.1 (Learning activities are implemented at an appropriate pace) to a low of 94.6% for the question "Reasonable Performance Expectation for Renewable Certification" for the same indicator. When considering this set of assessment indicators as reasonable expectations for teachers seeking initial professional certification, the support was 94.6% and 95.6% for teachers seeking renewal of professional certification.

Teaching and Learning Component IV.H (Monitoring Learning Tasks and Informal Assessment) addresses the teacher's command of a rather complex array of monitoring and informal assessment strategies for gauging the students' understanding of both content and learning tasks. The percentage of "yes" responses ranged from a high of 99.7% for the question "Applicable to Your Subject Area or Content Specialty" for indicator numbers IV.H.2 (Monitors students' engagement in learning tasks) and IV.H.3 (Monitors the completion of learning tasks) to a low of 82.5% for the question "Clearly Stated" for indicator number IV.H.5 (A variety of levels of learning is assessed as appropriate). The percentage of support for teachers seeking initial professional certification for this set of assessment indicators was 88.6% and 90.8% for teachers seeking renewal of professional certification.

Teaching and Learning Component IV.I (Feedback) reflects the teacher's ability in guiding and enhancing students' learning through providing specific feedback about their performances and mastery of learning objectives. "Yes" responses were greater than 90% for each indicator on all questions. The greatest percentage was 98.7% for indicator number IV.I.1 (Provides specific feedback to students about responses which are adequate and inadequate) for the questions "Applicable to Your Subject Are or Content Specialty" and "Frees of Bias" and 98.7% for indicator number IV.I.2 (Suggestions for improving performance are provided to students **or** none are needed) for the question "Applicable to Your Subject Are or Content Specialty". The lowest percentage of "yes" responses was given for the question "Reasonable Performance Expectation for Renewable Certification" for indicator numbers IV.I.3 (Revisits students who have responded inadequately) and IV.I.4 (Provides specific feedback to students when they have mastered learning objective(s). 94% support was given for teachers seeking initial professional certification and for teachers seeking renewal of professional certification.

The final STAR Teaching and Learning Component, IV.I (Oral and Written Communication) reflects as assessment consideration for the adequacy and appropriateness of oral and written communications from the teacher to the students. Of the twenty-three components in Dimensions I through IV, this component received the highest percentage of "yes" responses. The

percentages ranged from a high of 100% for indicator number IV.J.2 (Oral language used in lesson presentation is accurate and easy to understand) for the questions "Clearly Stated" and "Important for the Enhancement of Student Learning" and indicator number IV.J.3 (Uses appropriate vocabulary in oral and written language) for the question "Applicable to Your Subject Area or Content Specialty" to a low of 91.8% for indicator number IV.J.4 (Communication is precise with few false starts, interrupters or inappropriate qualifiers) for the question "Reasonable Performance Expectation for Renewable Certification". The support for these assessment indicators as being reasonable expectations for teachers seeking initial professional certification was 98.7% and 97.5% for teachers seeking renewal of professional certification.

Overall, 92% of the respondents supported the set of twenty-three teaching and learning components as reasonable expectations for teachers seeking initial certification in Louisiana, and 91% for teachers seeking renewal of professional certification.

When considering the degree to which beginning and experienced teachers are prepared to successfully demonstrate performance in the teaching and learning components, 9.5% (for Thinking Skills) to 57% (for Physical Environment) of the respondents indicated that experienced teachers were completely prepared, while for beginning teachers the range was from 3.8% (for Thinking Skills) to 35% (for Physical Environment). The results indicated that 12% of the respondents felt that beginning teachers were "not prepared at all" to successfully demonstrate performance in the Preparation, Planning and Evaluation Dimension. Also, 40% and 31% of the respondents feel that beginning teachers and experienced teachers are "not prepared at all" to demonstrate successfully the Thinking Skills component.

Summaries for Content Verification Questions for Assessment Indicators By Each STAR Component for Elementary and Secondary Groups

Summary survey data by elementary (E) and secondary (S) teacher groups were compiled (Ellett, Hill, Claudet & Naik, 1990). Overall, the results show few large differences between elementary and secondary teacher groups. The largest difference was in Teaching and Learning component II.D: Managing Task-Related Behavior for indicator number II.D.6 (Efforts to redirect

students who are persistently off-task are successful **or** there is no persistent off-task behavior) for the question "Reasonable Performance Expectation for Renewable Certification" where the percentage of "yes" responses for elementary respondents was 96.2% and 52.8% for secondary respondents. Another notable difference was in Teaching and Learning Component I.E: Homework where secondary respondents consistently supported indicator numbers I.E.3 (Homework assignments reasonably match the availability of home resources as needed) and I.E.4 (The CUP provides for checking homework and giving feedback to students) with a greater percentage of "yes" responses across all five questions. Overall, the percentage of "yes" responses for secondary teachers for STAR Teaching and Learning Component II.A (Time) was greater than for elementary teachers. The support was greater for elementary teacher respondents for the questions "Reasonable Performance Expectation for Renewable Certification" and "Important for the Enhancement of Student Learning" for indicators throughout the STAR concerning specific feedback. For example, in Teaching and Learning Component II.E (Monitoring and Maintaining Student Behavior), the percentage of "yes" responses for "Reasonable Performance Expectation for Renewable Certification" for indicator number II.E.6 (Uses positive feedback as a means of cuing behavior expectations for students as needed) for elementary teachers was 93.4% as compared to the secondary teachers' support of 77.9%. For the question "Important for the Enhancement of Student Learning" for indicator numbers II.E.5 (Feedback provided to students about their behavior is consistent with behavioral expectations) and II.E.6 (Uses positive feedback as a means of cuing behavior expectations for students as needed), elementary teachers' percentage of "yes" responses was greater than the secondary teachers' percentage of "yes" responses (95.6% and 96.7% elementary vs 85.3% and 83.8% secondary). The other area where elementary respondents' support was greater than secondary support was for the indicator in Physical Learning Environment where "display(s) create a pleasant atmosphere and serve a thematic/content related purpose" for the questions "Reasonable Performance Expectation for Renewable Certification" and "Important for the Enhancement of Student Learning" (92.3% and 95.6% elementary vs 88.2% and 85.3% secondary).

For the set of Teaching and Learning Components comprising Performance Dimension I

(Preparation, Planning and Evaluation) secondary teachers viewed somewhat smaller percentages of teachers as being "completely prepared" to successfully demonstrate the indicators in each component. In Performance Dimension II (Classroom and Behavior Management) secondary teachers viewed a somewhat larger percentage of teachers as being "completely prepared" for successfully demonstrating indicators in Teaching and Learning Component II.B (Classroom Routines) than elementary teachers. However, in the other components comprising this STAR Performance Dimension, elementary teachers viewed a larger percentage of teachers as being "completely prepared". For this same comparison ("completely compared") in Performance Dimension III (Learning Environment), differences were found between elementary and secondary respondents for beginning teachers in both components (10% and 32.2% elementary vs 14.7% and 44.1% secondary). In Performance Dimension IV (Enhancement of Learning) elementary teachers viewed somewhat smaller percentages of teachers as being "completely prepared" to successfully demonstrate the indicators in all the components except Lesson and Activities Initiation, Aids and Materials and Oral and Written Communication where secondary teachers viewed smaller percentages of teachers as being "completely prepared" to successfully demonstrate the indicators comprising these components.

Summaries for Content Verification Questions for Assessment Indicators By Each STAR Component for Teacher and Administrator Groups

A summary of the percentage of "yes" responses to the content verification questions for each indicator for each Teaching and Learning Component within each STAR Performance Dimension by teacher and administrator groups was compiled (Ellett, Hill, Claudet & Naik). There was close consistency between teacher and administrator groups in percentages of "yes" responses per indicator with few exceptions.

In Performance Dimension I: Preparation, Planning and Evaluation, the percentage of "yes" responses showing the largest variation was in the Teaching and Learning Component I.A (Goals and Objectives) for indicator number I.A.5 (Student performance assessment data have been used to develop learning objectives as appropriate). The percentage of "yes" responses ranged from 79.5%

for the teacher group to 92.1% for the administrator group when responding to the question "Clearly Stated" and 77.1% for the teacher group and 90.7% for the administrator group when responding to the question "Reasonable Performance Expectation for Renewable Certification." Other notable differences occurred for indicators concerning student developmental and ability levels and needs. For example, the percentage of "yes" responses for indicator number I.B.4 (Activities accommodate the range of developmental and ability levels and needs of students) ranged from 82.5% for the teacher group to 90.1% for the administrator group for the question "Reasonable Performance Expectation for Renewable Certification." Of particular note are the differences in percentage of "yes" responses for indicator number I.E.2 (Homework assignments accommodate the range of student developmental and ability levels and needs) where administrators consistently indicated greater support for the questions "Applicable to Your Subject Area or Content Specialty" (T=78.2%; A=88.1%), Free of Bias" (T=84.3%; A=94.7%), "Reasonable Performance Expectation for Renewable Certification" (T=60%; A=80.1%), and "Important for the Enhancement of Student Learning" (T=73.9%; A=87.4%). This same trend is further supported in the Teaching and Learning Component I.F (Formal Assessment and Evaluation) where the percentage of "yes" responses was greater for administrators responding to the question "Reasonable Performance Expectation for Renewable Certification" for indicator number I.F.4 (Formal assessment and evaluation procedures are appropriate for the developmental and ability levels and needs of all students) (T=78.3%; A=88.7%).

Overall, for each set of assessment indicators in Performance Dimension I, the support for reasonable expectations for teachers seeking initial professional certification was similar between teacher and administrator groups. However, the administrator group supported each set of indicators with a larger percent of "yes" responses for reasonable performance expectations for teachers seeking renewal of professional certification. When considering how prepared beginning and experienced were to successfully address the STAR Teaching and Learning Components, the percentage for both groups were similar.

In Performance Dimension II (Classroom and Behavior Management), the percentage of "yes" responses varied somewhat between teacher and administrator groups across indicators. The greatest difference in the component of Time was noted for the question "Reasonable Performance Expectation for Renewable Certification" for indicator number II.A.2 (Expectations for maintaining and completing timelines for tasks are communicated to students) (T=78.2%; A=90.1%).

Another notable difference was evident in Teaching and Learning Component II.D. (Managing Task-Related Behavior) for indicators concerning the redirection of students who are persistently off-task. Administrators responded with greater support than did teachers for all five questions. The greatest difference was for the question "Reasonable Performance Expectation for Renewable Certification" for indicator numbers II.D.4 (Verbal and/or nonverbal techniques are used to redirect students who are persistently off-task **or** there is no persistent off-task behavior) (T=85.5%; A=96.7%) and II.D.6 (Efforts to redirect students who are persistently off-task are successful **or** there is no persistent off-task behavior) (T=61.8%; A=73.3%). For this same indicator (II.D.6), there was a difference of 10% for the question "Important for the Enhancement of Student Learning" between the groups (T=80.7%; A=90.7%).

The variation in the percentage of "yes" responses in Performance Dimension III (Learning Environment) for indicators was greatest for indicator number III.A.12 (Students are given reasons for actions, decisions or directives made by the teacher as needed) for the question "Reasonable Performance Expectation for Renewable Certification". Administrator support was 90.6% compared to teacher support of 76.5%.

In Performance Dimension IV (Enhancement of Learning) administrator support was slightly greater for most indicators and questions. However, considerable difference in the percentage of "yes" responses was evident for the question "Reasonable Performance Expectation for Renewable Certification" for indicator numbers IV.A.3 (Clearly communicates specific learning outcomes to students) (T=86.5%; A=96%), IV.A.7 (Clearly communicates the challenge of learning task(s) to students as needed) (T=70.5%; A=82%), IV.B.6 (Provision is made for lesson/activities closure) (T=84.9%; A=96%), IV.E.11 (Provides opportunities for the extension of learning to new

contexts) (T=79.2%; A=93.2%), IV.F.1 (Areas of misunderstanding or difficulty are identified before students ask questions **or** no misunderstanding or difficulty occurs) (T=61.6%; A=72%), and IV.I.4 (Provides specific feedback to students when they have mastered learning objectives) (T=83%; A=98.7%).

Overall, the support for each set of assessment indicators as being reasonable performance expectations for teachers seeking initial professional certification and renewal of professional certification was greater for the administrator group than for the teacher group. Larger differences were noted for teacher seeking renewal of professional certification with the greatest difference in support noted for Component IV.B (Teaching Methods and Learning Tasks) (T=86.1%; A=96.7%). For teachers seeking initial professional certification, administrators support for components IV.E (Thinking Skills), IV.F (Clarification) and IV.H (Monitoring Learning Tasks and Informal Assessment) was approximately 6% more than teacher support. In other components, the support for initial professional certification was nearly the same for both groups.

When viewing the preparation of beginning and experienced teachers to successfully demonstrate the indicators in each component , slight differences were noted between teacher and administrator groups.

When compared to the teacher group, administrators tended to view a slightly larger percent of beginning teachers as "not prepared at all" and a smaller percentage of experienced teachers as "not prepared at all." Administrators viewed a greater percentage of experienced teachers than the teacher group as being "completely compared" in all components in Performance Dimension IV (Enhancement of Learning) with the exception of IV.C (Aids and Materials).

Discussion and Conclusions

An important form of the STAR content verification is teacher input. Statewide surveys of teachers were conducted to better understand teachers' perspectives regarding assessment indicators in each Teaching and Learning Component as part of the assessment process. The results of this

study show strong teacher endorsement and affirmation of the STAR content in a manner that is consistent with the results reported in the first study (Ellett, Naik & Logan, 1990) of this series. In the first study, teachers strongly supported the set of components as reasonable performance expectations for both beginning and experienced teachers and, importantly, as essential to the enhancement of student learning. As an extension of this study, "experts" supported the content of the STAR at the indicator level, a lower level of specificity.

The content verification of each set of indicators comprising each teaching and learning component indicated that the overwhelming majority of respondents endorsed each of the indicators as applicable to their subject area or content specialty. In addition, the results strongly supported most of the indicators as reasonable performance expectations for both beginning and experienced teachers and, in most instances, greater support for the indicators as important to the enhancement of student learning. The percentage of "yes" responses to the first three questions on the survey for each of the 140 indicators indicates consistent support for the understandability, contextual applicability and equity of the STAR content. Considered collectively, the results show strong teacher endorsement of the appropriateness and applicability of the indicators and teaching and learning components to elementary and secondary settings. The data also supported the indicators and components in terms of their observability and their freedom from bias against any particular group of teachers (gender, race, etc.).

Teachers indicated somewhat less support for specification of time for each major teaching and learning activity within the STAR Teaching and Learning Component I.C (Allocated Time and Content Coverage) as being applicable to their subject area or content specialty, as a reasonable performance expectation for certification and as important to the enhancement of student learning than for other STAR components.

Interestingly, in STAR Performance Dimension I (Preparation, Planning and Evaluation), support was greater in each of the six Teaching and Learning Components for reasonable expectations for teachers seeking initial certification than for teachers seeking renewal of professional certification. At the same time, respondents indicated that those seeking initial

certification were believed to be less prepared than the experienced teachers. Overall, the results indicate a range of approximately 5-15% experienced teachers and 10-25% beginning teachers may not be adequately prepared to successfully address STAR Teaching and Learning Components. However, with statewide orientation efforts completed, the percentage of teachers considered adequately prepared may be somewhat larger.

When reviewing each assessment indicator in each teaching and learning component, respondents supported 76-95% of the indicators as being reflective of component ideas. Of particular interest is the fact that with the exception of three of the 140 indicators, respondents consistently supported the indicators as important for the enhancement of student learning at a higher percentage than for a reasonable performance expectation for teachers. It would seem logical that if an indicator is important for the enhancement of student learning, then there would be as much or greater support for a reasonable performance expectation since student learning is the focus of the teaching profession.

The results of this study are important in that they enhance the literature on important aspects of teacher certification for both beginning and experienced teachers and provide a useful resource to other states embarking on such work. Of course, similar studies have been completed in a variety of other states as part of establishing the job-related validity of certification assessments. However, results provided in this study included professional "expert" judgments about many new criteria (e.g., indicators of teaching higher order thinking skills) on the STAR not well represented on other state assessment systems. The results also have implications at the preservice level as state-wide efforts are directed at bringing teacher preparation institutions "in line" with the expectations of assessments of teaching and learning reflected in the STAR.

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TABLE 1

PERFORMANCE DIMENSION I: PREPARATION, PLANNING AND EVALUATION

Thorough and thoughtful planning is an important component of effective teaching and the enhancement of student learning. Beginning teachers and experienced teachers will construct comprehensive unit plans (CUPs) as part of the assessment process. These plans will include unit/lesson learning goals and objectives, activities, materials and student evaluations on learning that are designed to accommodate the range of individual differences within the teacher's classroom.

The basic assessment indicators included in the extended pilot STAR assessment process are provided below. Read the assessment indicators and then CIRCLE either YES or NO for each of the key questions. You may want to briefly review the key questions on the prior page before you respond. Next, please check the appropriate space provided for each of the questions that follow. Then proceed to the next STAR Teaching and Learning Component and repeat this process.

TEACHING AND LEARNING COMPONENT I.A: GOALS AND OBJECTIVES

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. The CUP includes learning goals	YES 98.4 NO 1.6	YES 98.1 NO 1.9	YES 99.7 NO 0.3	YES 94.6 NO 5.4	YES 94.3 NO 5.7
2. Objectives for learning are stated in terms of student outcomes	YES 98.4 NO 1.6	YES 99.4 NO 0.6	YES 99.7 NO 0.3	YES 96.2 NO 3.8	YES 97.5 NO 2.7
3. Learning objectives are referenced to goals and are in a logical sequence	YES 95.3 NO 4.7	YES 96.5 NO 0.6	YES 99.4 NO 0.6	YES 91.2 NO 8.8	YES 90.9 NO 9.1
4. Learning objectives accommodate the range of developmental and ability levels and needs of students	YES 90.8 NO 9.2	YES 93.4 NO 6.6	YES 96.5 NO 3.5	YES 87.7 NO 12.3	YES 92.1 NO 7.9
5. Student performance assessment data have been used to develop learning objectives as appropriate	YES 85.5 NO 14.5	YES 93.4 NO 6.6	YES 95.3 NO 4.7	YES 83.5 NO 16.5	YES 89.3 NO 10.7
6. Goals and objectives are consistent with state, district and school curriculum requirements	YES 97.5 NO 2.5	YES 96.5 NO 3.5	YES 97.8 NO 2.2	YES 94.0 NO 6.0	YES 89.0 NO 11.0

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT iden(s)?

12.7 Yes 87.3 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT I.A:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      94.9 Yes 5.1 No

   b) Renewal of professional certification in Louisiana?

      84.7 Yes 15.3 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
12.8 Not Prepared At All	12.5 Not Prepared At All
76.7 Somewhat Prepared	71.1 Somewhat Prepared
10.5 Completely Prepared	16.4 Completely Prepared

TEACHING AND LEARNING COMPONENT I.B: TEACHING METHODS AND LEARNING TASKS

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Activities planned engage students in practice on objectives	YES 95.9	YES 99.4	YES 99.4	YES 97.5	YES 98.7
	NO 4.1	NO 0.6	NO 0.6	NO 2.5	NO 1.3
2. Activities are logically sequenced	YES 98.7	YES 97.8	YES 98.7	YES 96.2	YES 98.4
	NO 1.3	NO 2.2	NO 1.3	NO 3.8	NO 1.6

3.	Activities are separated into component parts as needed	YES 85.3 NO 14.7	YES 95.5 NO 4.5	YES 98.1 NO 1.9	YES 89.5 NO 10.5	YES 92.0 NO 8.0
4.	Activities accommodate the range of developmental and ability levels and needs of students	YES 94.3 NO 5.7	YES 94.6 NO 5.4	YES 94.6 NO 5.4	YES 86.1 NO 13.9	YES 94.3 NO 5.7
5.	Activities are planned that engage students in a range of thinking skills as appropriate	YES 91.8 NO 8.2	YES 91.8 NO 8.2	YES 96.5 NO 3.5	YES 90.8 NO 9.2	YES 95.9 NO 4.1
6.	Remedial and enrichment activities for specific students are planned as needed	YES 97.1 NO 2.9	YES 97.1 NO 2.9	YES 96.2 NO 3.8	YES 89.8 NO 10.2	YES 95.2 NO 4.8

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

11.7 Yes 88.3 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT I.B:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      92.4 Yes 7.6 No

   b) Renewal of professional certification in Louisiana?

      89.6 Yes 10.4 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
18.4 Not Prepared At All	9.5 Not Prepared At All
72.7 Somewhat Prepared	75.1 Somewhat Prepared
8.9 Completely Prepared	15.5 Completely Prepared

TEACHING AND LEARNING COMPONENT I.C: ALLOCATED TIME AND CONTENT COVERAGE

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhance-ment of Student Learning?
1. The CUP specifies the amount of time to be spent on each activity	YES 95.5 NO 5.1	YES 85.1 NO 14.9	YES 95.0 NO 5.0	YES 73.8 NO 26.2	YES 70.7 NO 29.3
2. The CUP specifies a prioritized or hierarchical and logical order in which knowledge is structured and will be learned	YES 82.6 NO 17.4	YES 94.9 NO 5.1	YES 98.7 NO 1.3	YES 89.0 NO 11.0	YES 90.2 NO 9.8
3. The CUP specifies the amount of time allocated for learning each segment of content	YES 88.3 NO 11.7	YES 79.4 NO 20.6	YES 94.6 NO 5.4	YES 66.8 NO 33.2	YES 63.3 NO 36.7
4. The CUP specifies adequate breadth and depth of content knowledge	YES 76.3 NO 23.7	YES 89.9 NO 10.2	YES 94.9 NO 5.1	YES 84.1 NO 15.9	YES 85.4 NO 14.6

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

23.7 Yes 76.3 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT I.C:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      76.8 Yes 23.2 No

   b) Renewal of professional certification in Louisiana?

      75.6 Yes 24.4 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
23.5 Not Prepared At All	13.9 Not Prepared At All
68.6 Somewhat Prepared	68.1 Somewhat Prepared
7.9 Completely Prepared	18.0 Completely Prepared

TEACHING AND LEARNING COMPONENT I.D: AIDS AND MATERIALS

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Aids and materials are logically sequenced as needed	YES 95.9 NO 4.1	YES 97.5 NO 2.5	YES 98.4 NO 1.6	YES 93.3 NO 6.7	YES 91.7 NO 8.3
2. The CUP includes a variety of pertinent aids and materials that enhance learning	YES 96.2 NO 3.8	YES 96.8 NO 3.2	YES 97.5 NO 2.5	YES 91.8 NO 8.2	YES 95.3 NO 4.7
3. Aids and materials planned accommodate the range of developmental and ability levels and needs of students	YES 96.2 NO 3.8	YES 95.2 NO 4.8	YES 96.8 NO 3.2	YES 87.0 NO 13.0	YES 93.0 NO 7.0
4. The CUP specifies aids and materials that enhance the development of thinking skills	YES 87.1 NO 12.9	YES 94.9 NO 5.1	YES 96.2 NO 3.8	YES 85.4 NO 14.6	YES 90.5 NO 9.5
5. The CUP specifies supplemental and/or differentiated aids and materials	YES 87.7 NO 12.3	YES 94.0 NO 6.0	YES 96.2 NO 3.8	YES 81.7 NO 18.3	YES 85.5 NO 14.5

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

13.7 Yes 86.3 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT I.D:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

   90.5 Yes 9.5 No

   b) Renewal of professional certification in Louisiana?

   87.1 Yes 12.9 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
13.7 Not Prepared At All	8.8 Not Prepared At All
74.6 Somewhat Prepared	70.3 Somewhat Prepare
11.7 Completely Prepared	20.8 Completely Prepared

TEACHING AND LEARNING COMPONENT I.E: HOMEWORK

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhance-ment of Student Learning?
1. The CUP includes a sufficient number of homework assignments that enhance learning	YES 91.5 NO 8.5	YES 89.2 NO 10.8	YES 95.6 NO 4.4	YES 86.0 NO 14.0	YES 88.3 NO 11.7
2. Homework assignments accommodate the range of student developmental and ability levels and needs	YES 89.3 NO 10.7	YES 82.9 NO 17.1	YES 89.3 NO 10.7	YES 69.6 NO 30.4	YES 80.4 NO 19.6
3. Homework assignments reasonably match the availability of home resources as needed	YES 93.4 NO 6.6	YES 91.1 NO 8.9	YES 92.1 NO 7.9	YES 85.5 NO 14.5	YES 89.9 NO 10.1
4. The CUP provides for checking homework and giving feedback to students	YES 96.8 NO 3.2	YES 93.3 NO 6.7	YES 98.4 NO 1.6	YES 87.7 NO 12.3	YES 92.1 NO 8.1

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

18.1 Yes 81.9 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT I.E:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

   85.7 Yes 14.3 No

   b) Renewal of professional certification in Louisiana?

   81.9 Yes 18.1 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
21.3 Not Prepared At All	12.9 Not Prepared At All
69.2 Somewhat Prepared	67.8 Somewhat Prepared
9.5 Completely Prepared	19.2 Completely Prepared

TEACHING AND LEARNING COMPONENT I.F: FORMAL ASSESSMENT AND EVALUATION

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Formal assessment and evaluation procedures are planned to measure each learning objective	YES 96.5 NO 3.5	YES 94.3 NO 5.7	YES 97.8 NO 2.2	YES 91.4 NO 8.6	YES 93.3 NO 6.7
2. More than one kind of formal assessment and evaluation procedure is planned	YES 94.6 NO 5.4	YES 93.9 NO 6.1	YES 99.0 NO 1.0	YES 89.5 NO 10.5	YES 91.4 NO 8.6
3. Formal assessment and evaluation procedures reflect a variety of formats and items	YES 95.9 NO 4.1	YES 95.2 NO 4.8	YES 99.0 NO 1.0	YES 90.8 NO 9.2	YES 94.4 NO 6.0

4.	Formal assessment and evaluation procedures are appropriate for the developmental and ability levels and needs of all students	YES 91.5 NO 8.5	YES 89.3 NO 10.7	YES 94.0 NO 6.0	YES 83.3 NO 16.7	YES 88.6 NO 11.4
5.	Formal assessment and evaluation procedures reflect a variety of cognitive and/or performance levels as appropriate	YES 90.5 NO 9.5	YES 93.0 NO 7.7	YES 96.8 NO 3.2	YES 88.0 NO 12.0	YES 92.7 NO 7.3
6.	Provision is made to communicate performance standards on formal assessment and evaluation procedures to students	YES 92.4 NO 7.6	YES 95.3 NO 4.7	YES 98.1 NO 1.9	YES 89.6 NO 10.4	YES 93.7 NO 6.3
7.	Provision is made to provide feedback of assessment and evaluation results to students and parents	YES 97.5 NO 2.5	YES 96.2 NO 3.8	YES 98.4 NO 1.6	YES 91.7 NO 8.3	YES 94.6 NO 5.4

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

13.3 Yes 86.7 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT I.F:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      89.9 Yes 10.1 No

   b) Renewal of professional certification in Louisiana?

      87.4 Yes 12.6 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
19.7 Not Prepared At All	7.3 Not Prepared At All
72.7 Somewhat Prepared	74.4 Somewhat Prepared
7.6 Completely Prepared	18.3 Completely Prepared

PERFORMANCE DIMENSION II: CLASSROOM AND BEHAVIOR MANAGEMENT

Effective classroom and behavior management are essential elements of effective teaching and the time available for learning. Clearly communicated and well-established behavioral expectations and fair and consistent consequences facilitate effective monitoring and maintenance of appropriate student behavior. Effective teachers manage student behavior and teaching and learning activities in a manner that enhances students' engagement in learning tasks.

As part of the assessment process, principals, master teachers and other certified assessors will observe teaching and learning in the classroom and record necessary information to assess each of the assessment indicators in this STAR Performance Dimension.

TEACHING AND LEARNING COMPONENT II.A: TIME

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Learning activities begin promptly	YES 98.7	YES 99.1	YES 98.1	YES 97.8	YES 97.8
	NO 1.3	NO 0.9	NO 1.9	NO 2.2	NO 2.2
2. Expectations for maintaining and completing timelines for tasks are communicated to students	YES 96.8	YES 92.4	YES 97.5	YES 83.9	YES 84.4
	NO 3.2	NO 7.6	NO 2.5	NO 16.1	NO 15.6
3. There are no unnecessary delays during the lesson	YES 96.5	YES 95.6	YES 97.2	YES 91.8	YES 94.9
	NO 3.5	NO 4.4	NO 2.8	NO 8.2	NO 5.1
4. There are no undesirable digressions	YES 95.3	YES 97.5	YES 96.8	YES 93.7	YES 95.0
	NO 4.7	NO 2.5	NO 3.2	NO 6.3	NO 5.0
5. Minor interruptions are managed quickly and efficiently **or** there are no interruptions	YES 99.1	YES 99.1	YES 98.4	YES 96.2	YES 97.5
	NO 0.9	NO 0.9	NO 1.6	NO 3.8	NO 2.5
6. Learning activities reasonably match the time allocated for learning	YES 95.6	YES 96.8	YES 96.5	YES 90.9	YES 93.1
	NO 4.4	NO 3.2	NO 3.5	NO 9.1	NO 6.9

7.	Supplemental activities are provided as needed to fill the time allocated for learning	YES 95.9 NO 4.1	YES 97.2 NO 2.8	YES 98.1 NO 1.9	YES 91.1 NO 8.9	YES 93.3 NO 6.7
8.	Learning activities continue until the end of the allocated time period	YES 98.1 NO 1.9	YES 98.7 NO 1.3	YES 99.1 NO 0.9	YES 94.9 NO 5.1	YES 94.6 NO 5.4

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

14.1 Yes 85.9 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT II.A:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      94.6 Yes 5.4 No

   b) Renewal of professional certification in Louisiana?

      94.6 Yes 5.4 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
16.2 Not Prepared At All	7.3 Not Prepared At All
71.0 Somewhat Prepared	57.9 Somewhat Prepared
12.7 Completely Prepared	34.8 Completely Prepared

TEACHING AND LEARNING COMPONENT II.B: CLASSROOM ROUTINES

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. The attention of students is ensured before directions for routines are given **or** students are attending	YES 98.4 NO 1.6	YES 99.1 NO 0.9	YES 97.8 NO 2.2	YES 95.6 NO 4.4	YES 98.1 NO 1.9
2. The teacher gives clear administrative directions for classroom routines **or** no directions are needed	YES 97.5 NO 2.5	YES 99.4 NO 0.6	YES 99.0 NO 1.0	YES 96.5 NO 3.5	YES 98.4 NO 1.6
3. Aids, materials and equipment are available and ready for use	YES 99.4 NO 0.6	YES 99.7 NO 0.3	YES 99.0 NO 1.0	YES 97.8 NO 2.2	YES 97.8 NO 2.2
4. Routine tasks are dealt with in an efficient manner	YES 97.1 NO 2.9	YES 99.4 NO 0.6	YES 99.0 NO 1.0	YES 95.5 NO 4.5	YES 96.8 NO 3.2

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

4.1 Yes 95.9 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT II.B:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      97.2 Yes 2.8 No

   b) Renewal of professional certification in Louisiana?

      96.8 Yes 3.2 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
10.5 Not Prepared At All	2.8 Not Prepared At All
69.1 Somewhat Prepared	53.2 Somewhat Prepared
20.4 Completely Prepared	44.0 Completely Prepared

TEACHING AND LEARNING COMPONENT II.C: STUDENT ENGAGEMENT

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Approximately 90% or more of the students are engaged in learning throughout the lesson	YES 82.1 NO 17.9	YES 81.3 NO 18.7	YES 79.1 NO 20.9	YES 43.9 NO 56.1	YES 79.4 NO 20.6

TEACHING AND LEARNING COMPONENT II.D: MANAGING TASK-RELATED BEHAVIOR

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. The teacher provides frequent changes in stimuli throughout the lesson to ensure learner attention and engagement in learning task(s)	YES 94.3 NO 5.7	YES 96.2 NO 3.8	YES 97.5 NO 2.5	YES 91.1 NO 8.9	YES 94.3 NO 5.7
2. Active involvement is sought from students who are passively involved in learning **or** no students are only passively involved	YES 94.6 NO 5.4	YES 97.1 NO 2.9	YES 94.9 NO 5.1	YES 91.1 NO 8.9	YES 95.9 NO 4.1
3. Pays attention to/monitors momentary off-task behavior throughout the lesson **or** there is no momentary off-task behavior	YES 92.1 NO 7.9	YES 98.1 NO 1.9	YES 95.6 NO 4.4	YES 89.2 NO 10.8	YES 94.6 NO 5.4

4.	Verbal and/or nonverbal techniques are used to redirect students who are persistently off-task **or** there is no persistent off-task behavior	YES 96.2 NO 3.8	YES 97.8 NO 2.2	YES 96.5 NO 3.5	YES 90.8 NO 9.2	YES 96.5 NO 3.5
5.	Uses techniques for maintaining the engagement of students who have been redirected **or** there is no persistent off-task behavior	YES 91.1 NO 8.9	YES 99.1 NO 0.9	YES 95.9 NO 4.1	YES 88.6 NO 11.4	YES 94.9 NO 5.1
6.	Efforts to redirect students who are persistently off-task are successful **or** there is no persistent off-task behavior	YES 92.4 NO 7.6	YES 93.4 NO 6.6	YES 91.9 NO 8.1	YES 67.3 NO 32.7	YES 85.4 NO 14.6

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

20.9 Yes 79.1 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT II.D:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      86.1 Yes 13.9 No

   b) Renewal of professional certification in Louisiana?

      87.3 Yes 12.7 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
32.5 Not Prepared At All	12.3 Not Prepared At All
64.3 Somewhat Prepared	96.9 Somewhat Prepared
3.2 Completely Prepared	17.7 Completely Prepared

TEACHING AND LEARNING COMPONENT II.E: MONITORING AND MAINTAINING STUDENT BEHAVIOR

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Expectations about acceptable student behavior are made clear and are consistently maintained throughout the lesson **or** student behavior indicates that expectations are clear and consistent	YES 94.3 NO 5.7	YES 99.4 NO 0.6	YES 98.7 NO 1.3	YES 94.9 NO 5.1	YES 99.1 NO 0.9
2. Behavior of the entire class is effectively monitored throughout the lesson	YES 98.1 NO 1.9	YES 97.8 NO 2.2	YES 97.8 NO 2.2	YES 94.0 NO 6.0	YES 98.4 NO 1.6
3. Uses appropriate methods to prevent/diffuse situations in which unacceptable behavior may occur **or** there is no unacceptable behavior	YES 91.2 NO 8.8	YES 97.5 NO 2.5	YES 96.2 NO 3.8	YES 86.8 NO 13.2	YES 94.3 NO 5.7
4. Students are provided (verbal and/or nonverbal) feedback about acceptable and unacceptable behavior	YES 96.2 NO 3.8	YES 97.5 NO 2.5	YES 98.1 NO 1.9	YES 91.2 NO 8.8	YES 94.0 NO 6.0
5. Feedback provided to students about their behavior is consistent with behavioral expectations	YES 95.9 NO 4.1	YES 99.1 NO 0.9	YES 98.1 NO 1.9	YES 93.4 NO 6.6	YES 94.6 NO 5.4
6. Uses positive feedback as a means of cuing behavior expectations for students as needed	YES 94.6 NO 5.4	YES 97.4 NO 2.6	YES 97.2 NO 2.8	YES 90.5 NO 9.5	YES 94.0 NO 6.0
7. Uses techniques to stop unacceptable behavior **or** none are needed **or** there is no unacceptable behavior	YES 95.3 NO 4.7	YES 99.4 NO 0.6	YES 98.7 NO 1.3	YES 95.6 NO 4.4	YES 98.4 NO 1.6
8. Unacceptable behavior is dealt with quickly **or** there is no unacceptable behavior	YES 97.5 NO 2.5	YES 98.4 NO 1.6	YES 97.2 NO 2.8	YES 95.0 NO 5.0	YES 97.8 NO 2.2
9. Unacceptable behavior is dealt with in a reasonable manner; **or** there is no unacceptable behavior	YES 94.3 NO 5.7	YES 99.4 NO 0.6	YES 97.5 NO 2.5	YES 95.9 NO 4.1	YES 97.8 NO 2.2

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

13.9 Yes 86.1 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT II.E:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      92.1 Yes 7.9 No

   b) Renewal of professional certification in Louisiana?

      93.7 Yes 6.3 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
27.0 Not Prepared At All	6.3 Not Prepared At All
67.9 Somewhat Prepared	70.0 Somewhat Prepared
5.1 Completely Prepared	23.7 Completely Prepared

PERFORMANCE DIMENSION III: LEARNING ENVIRONMENT

Providing an environment conducive to learning is an important element of effective teaching and learning. Both the psychosocial and physical environments for learning are important. In a supportive learning environment, students are treated fairly and with courtesy and respect, and enjoy a relaxed and accepting atmosphere. The teacher is warm and friendly toward students and demonstrates enthusiasm for teaching, learning and the subject being taught. Personalizing the lesson for students and encouraging all students to participate are elements of a supportive climate for learning. The physical environment for learning should be neat, safe and arranged in an orderly manner to enhance learning.

As part of the assessment process, certified assessors will observe elements of the psychosocial and physical learning environment and record information needed to decide the extent to which these elements are supportive of and enhance student learning.

TEACHING AND LEARNING COMPONENT III.A: PSYCHOSOCIAL LEARNING ENVIRONMENT

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Establishes a classroom climate of courtesy and respect	YES 96.5	YES 99.4	YES 95.9	YES 96.8	YES 98.4
	NO 3.5	NO 0.6	NO 4.1	NO 3.2	NO 1.6
2. Warmth and friendliness are demonstrated throughout the lesson	YES 96.5	YES 99.4	YES 96.5	YES 93.7	YES 96.5
	NO 3.5	NO 0.6	NO 3.5	NO 6.3	NO 3.5
3. Comments to or about students are free of sarcasm, ridicule, and derogatory, demeaning or humiliating references	YES 95.9	YES 98.4	YES 95.0	YES 94.6	YES 98.1
	NO 4.1	NO 1.6	NO 5.0	NO 5.4	NO 1.9
4. Enthusiasm for teaching, learning and the subject being taught is communicated to students	YES 89.3	YES 97.8	YES 96.0	YES 85.8	YES 94.9
	NO 10.7	NO 2.2	NO 4.0	NO 14.2	NO 5.1
5. Comments, questions, examples, demonstrations and/or other contributions are sought from students throughout the lesson	YES 97.2	YES 98.7	YES 98.7	YES 96.2	YES 98.7
	NO 2.8	NO 1.3	NO 1.3	NO 3.8	NO 1.3
6. Considers, recognizes and/or comments on students' contributions	YES 96.5	YES 99.4	YES 97.8	YES 94.3	YES 97.8
	NO 3.5	NO 0.6	NO 2.2	NO 5.7	NO 2.2
7. Teachers' responses are sufficient to address students' questions and comments	YES 91.2	YES 99.1	YES 97.5	YES 94.3	YES 97.7
	NO 8.8	NO 0.9	NO 2.5	NO 5.7	NO 2.3

8.	Manages incorrect responses in a way that maintains students' dignity **or** there are no incorrect responses	YES 98.1 NO 1.9	YES 99.4 NO 0.6	YES 97.8 NO 2.2	YES 97.2 NO 2.8	YES 99.1 NO 1.9
9.	Shows patience, empathy or understanding for students who respond poorly or who have difficulty **or** no students have difficulty	YES 99.1 NO 0.9	YES 99.1 NO 0.9	YES 97.8 NO 2.2	YES 83.2 NO 16.8	YES 98.7 NO 1.3
10.	The lesson is personalized for students	YES 83.6 NO 16.4	YES 95.3 NO 4.7	YES 96.5 NO 3.5	YES 98.1 NO 1.9	YES 92.7 NO 7.3
11.	Is fair and impartial in dealings with students.	YES 96.2 NO 3.8	YES 100.0 NO 0.0	YES 98.1 NO 1.9	YES 83.2 NO 16.8	YES 100 NO 0.0
12.	Students are given reasons for actions, decisions or directives made by the teacher as needed	YES 91.4 NO 8.6	YES 95.2 NO 4.8	YES 96.5 NO 3.5	YES 83.2 NO 16.8	YES 86.0 NO 14.0

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

17.2 Yes 82.8 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT III.A:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      95.3 Yes 4.7 No

   b) Renewal of professional certification in Louisiana?

      94.3 Yes 5.7 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
11.1 Not Prepared At All	5.0 Not Prepared At All
76.5 Somewhat Prepared	65.6 Somewhat Prepared
12.4 Completely Prepared	29.3 Completely Prepared

TEACHING AND LEARNING COMPONENT III.B: PHYSICAL LEARNING ENVIRONMENT

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhance-ment of Student Learning?
1. The classroom is neat, safe and arranged in an orderly manner	YES 98.4 NO 1.6	YES 98.7 NO 1.3	YES 96.8 NO 3.2	YES 95.9 NO 4.1	YES 98.4 NO 1.6
2. Display(s) create a pleasant atmosphere and serve a thematic/content related-purpose	YES 97.5 NO 2.5	YES 98.4 NO 1.6	YES 97.2 NO 2.8	YES 93.7 NO 6.3	YES 94.6 NO 5.4
3. The functional elements of the learning environment are arranged to effectively implement learning activities	YES 92.1 NO 7.9	YES 98.7 NO 1.3	YES 98.1 NO 1.9	YES 95.9 NO 4.1	YES 97.5 NO 2.5
4. Arranges the functional elements of the learning environment to accommodate students with special needs **or** there are no students with special needs	YES 95.6 NO 4.4	YES 99.1 NO 0.9	YES 98.1 NO 1.9	YES 96.5 NO 3.5	YES 99.1 NO 0.9

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

7.0 Yes 92.7 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT III.B:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      97.5 Yes 2.5 No

   b) Renewal of professional certification in Louisiana?

      95.6 Yes 4.4 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:		b) Experienced Teachers:	
3.2	Not Prepared At All	1.6	Not Prepared At All
62.2	Somewhat Prepared	40.8	Somewhat Prepared
34.6	Completely Prepared	57.6	Completely Prepared

PERFORMANCE DIMENSION IV: ENHANCEMENT OF LEARNING

Securing student attention and motivating student interest in learning tasks, clearly communicating learning outcomes, and providing a context for new learning are important techniques for enhancing learning. Providing adequate emphasis to dimensions of content and activities and using effective questioning techniques to extend student thinking also enhance student learning. Providing feedback about adequate and inadequate student responses, assessing students' progress toward learning objectives and making adjustments as appropriate enhance student understanding and help maintain student engagement in learning.

Certified assessors use information from systematic observations of teaching and learning in the classroom setting to assess assessment indicators in these STAR teaching and learning components.

TEACHING AND LEARNING COMPONENT IV.A: LESSON AND ACTIVITIES INITIATION

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Student attention is ensured before directions and explanations for learning activities are provided **or** students are attending	YES 96.2 NO 3.8	YES 97.8 NO 2.2	YES 98.4 NO 1.6	YES 95.6 NO 4.4	YES 99.0 NO 1.0
2. Activities are initiated with motivating introductions which are content related	YES 96.8 NO 3.2	YES 96.2 NO 3.8	YES 96.2 NO 3.8	YES 86.7 NO 13.3	YES 92.4 NO 7.6
3. Clearly communicates specific learning outcomes to students	YES 96.5 NO 3.5	YES 94.3 NO 5.7	YES 97.8 NO 2.2	YES 91.1 NO 8.9	YES 93.0 NO 7.0
4. The purpose and importance of learning activities are communicated to students	YES 96.2 NO 3.8	YES 94.3 NO 5.7	YES 98.4 NO 1.6	YES 85.9 NO 14.1	YES 90.5 NO 9.5

5.	Procedural directions necessary to implement learning tasks are clear and complete	YES 95.6 NO 4.4	YES 98.1 NO 1.9	YES 99.1 NO 0.9	YES 97.2 NO 2.8	YES 98.7 NO 1.3
6.	Expectations about student engagement in learning tasks are communicated at the beginning of activities	YES 90.5 NO 9.5	YES 96.2 NO 3.8	YES 99.4 NO 0.6	YES 87.0 NO 13.0	YES 90.8 NO 9.2
7.	Clearly communicates the challenge of learning task(s) to students as needed	YES 83.2 NO 16.8	YES 92.1 NO 7.9	YES 96.5 NO 3.5	YES 75.9 NO 24.1	YES 83.8 NO 16.2
8.	Encourages all students to participate	YES 97.5 NO 2.5	YES 98.7 NO 1.3	YES 98.4 NO 1.6	YES 95.9 NO 4.1	YES 99.4 NO 0.6
9.	Reviews past learning to ensure student's readiness for new learning as needed	YES 96.2 NO 3.8	YES 97.5 NO 2.5	YES 99.4 NO 0.6	YES 94.6 NO 5.4	YES 97.5 NO 2.5
10.	As new ideas/concepts/activities are introduced, they are related to past and future learning	YES 93.7 NO 6.3	YES 94.6 NO 5.4	YES 98.4 NO 1.6	YES 82.9 NO 17.1	YES 90.5 NO 9.5

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

90.2 Yes 9.8 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.A:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      90.2 Yes 9.8 No

   b) Renewal of professional certification in Louisiana?

      91.8 Yes 8.2 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
24.5 Not Prepared At All	13.9 Not Prepared At All
67.5 Somewhat Prepared	65.5 Somewhat Prepared
8.0 Completely Prepared	20.6 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.B: TEACHING METHODS AND LEARNING TASKS

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Use of methods is appropriate for the complexity of lesson content	YES 90.9 NO 9.1	YES 99.4 NO 0.6	YES 97.5 NO 2.5	YES 95.2 NO 4.8	YES 98.7 NO 1.3
2. Teaching methods and learning tasks or topics within an activity are sequenced in a logical order	YES 95.0 NO 5.0	YES 99.4 NO 0.6	YES 99.1 NO 0.9	YES 95.0 NO 5.0	YES 98.1 NO 1.9
3. Uses two or more methods that enhance student interest and actively involve students in learning tasks	YES 95.0 NO 5.0	YES 94.6 NO 5.4	YES 97.5 NO 2.5	YES 87.3 NO 12.7	YES 90.8 NO 9.2
4. The teacher and the students interact in more than one group size	YES 95.3 NO 4.7	YES 92.1 NO 7.9	YES 96.8 NO 3.2	YES 77.6 NO 22.4	YES 83.5 NO 16.5
5. Methods and learning tasks used enhance mastery of learning objectives	YES 90.9 NO 9.1	YES 96.5 NO 3.5	YES 96.5 NO 3.5	YES 92.1 NO 7.9	YES 95.9 NO 4.1
6. Provision is made for lesson/activities closure	YES 96.2 NO 3.8	YES 96.8 NO 3.2	YES 99.4 NO 0.6	YES 90.2 NO 9.8	YES 90.2 NO 9.8

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

16.0 Yes 84.0 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.B:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

   90.9 Yes 9.1 No

   b) Renewal of professional certification in Louisiana?

   91.2 Yes 8.8 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
13.7 Not Prepared At All	5.7 Not Prepared At All
75.9 Somewhat Prepared	74.4 Somewhat Prepared
10.5 Completely Prepared	19.9 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.C: AIDS AND MATERIALS

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. The use of teaching aids is appropriate for methods and objectives	YES 92.4 NO 7.6	YES 99.1 NO 0.9	YES 98.4 NO 1.6	YES 93.4 NO 6.6	YES 98.4 NO 1.6
2. Teaching aids are used properly and accommodate the range of student needs and abilities	YES 94.0 NO 6.0	YES 97.2 NO 2.8	YES 97.8 NO 2.2	YES 91.4 NO 8.6	YES 96.8 NO 3.2
3. Teaching aids are used at appropriate times in the lesson	YES 96.5 NO 3.5	YES 99.7 NO 0.3	YES 98.1 NO 1.9	YES 92.7 NO 7.3	YES 98.4 NO 1.6
4. The use of teaching aids broadens understandings and enhances learning	YES 91.7 NO 8.3	YES 98.7 NO 1.3	YES 96.8 NO 3.2	YES 91.4 NO 8.6	YES 97.1 NO 2.9
5. The use of learning materials is appropriate for learning tasks and objectives	YES 95.5 NO 4.5	YES 99.4 NO 0.6	YES 99.4 NO 0.6	YES 94.3 NO 5.7	YES 98.1 NO 1.9

6.	Learning materials are used properly and accommodate the range of needs and abilities of students	YES 94.0 NO 6.0	YES 94.9 NO 5.1	YES 95.9 NO 4.1	YES 86.3 NO 13.7	YES 95.5 NO 4.5
7.	Learning materials are used at appropriate times in the lesson	YES 97.8 NO 2.2	YES 99.7 NO 0.3	YES 97.8 NO 2.2	YES 95.6 NO 4.4	YES 99.4 NO 0.6
8.	Use of learning materials broadens student understandings and enhances learning	YES 91.5 NO 8.5	YES 98.4 NO 1.6	YES 96.5 NO 3.5	YES 91.1 NO 8.9	YES 95.6 NO 4.4

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

9.8 Yes 90.2 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.C:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      90.8 Yes 9.2 No

   b) Renewal of professional certification in Louisiana?

      90.8 Yes 9.2 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
9.2 Not Prepared At All	4.1 Not Prepared At All
74.6 Somewhat Prepared	67.2 Somewhat Prepared
16.2 Completely Prepared	28.7 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.D: CONTENT ACCURACY AND EMPHASIS

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Students are given opportunities to learn at more than one cognitive and/or performance level	YES 88.7 NO 11.7	YES 96.2 NO 3.8	YES 96.8 NO 3.2	YES 91.4 NO 8.6	YES 97.8 NO 2.2
2. Emphasizes the value and importance of topics and activities	YES 89.8 NO 10.2	YES 93.3 NO 6.7	YES 96.8 NO 3.2	YES 85.4 NO 14.6	YES 92.7 NO 7.3
3. Content knowledge is accurate and up-to-date	YES 99.7 NO 0.3	YES 99.0 NO 1.0	YES 99.0 NO 1.0	YES 98.7 NO 1.3	YES 100.0 NO 0.0
4. Content knowledge is logical	YES 94.6 NO 5.4	YES 98.7 NO 1.3	YES 99.4 NO 0.6	YES 96.5 NO 3.5	YES 97.8 NO 2.2
5. Directions and explanations related to lesson content and/or learning tasks are effective	YES 94.3 NO 5.7	YES 98.7 NO 1.3	YES 99.0 NO 1.0	YES 96.5 NO 3.5	YES 99.4 NO 0.6
6. Essential elements of content knowledge and/or performance tasks are emphasized	YES 89.8 NO 10.2	YES 97.1 NO 2.9	YES 98.1 NO 1.9	YES 92.0 NO 8.0	YES 95.8 NO 4.2
7. Potential areas or points of difficulty are emphasized throughout the lesson	YES 96.8 NO 3.2	YES 96.8 NO 3.2	YES 98.7 NO 1.3	YES 90.8 NO 9.2	YES 94.9 NO 5.1

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

12.1 Yes 87.9 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.D:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

   93.7 Yes 6.3 No

   b) Renewal of professional certification in Louisiana?

   94.6 Yes 5.4 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
13.0 Not Prepared At All	5.7 Not Prepared At All
74.0 Somewhat Prepared	70.3 Somewhat Prepared
13.0 Completely Prepared	24.0 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.E: THINKING SKILLS

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Associations are taught and used in learning	YES 78.5 NO 21.5	YES 93.3 NO 6.7	YES 94.0 NO 6.0	YES 79.2 NO 20.8	YES 91.1 NO 8.9
2. Involves students in developing concepts	YES 80.7 NO 19.3	YES 93.3 NO 6.7	YES 96.5 NO 3.5	YES 79.6 NO 20.4	YES 91.4 NO 8.6
3. Involves students in developing principles and/or rules	YES 77.1 NO 22.9	YES 88.5 NO 11.5	YES 94.6 NO 5.4	YES 73.6 NO 26.4	YES 85.6 NO 14.4
4. Encourages students to think of and recall examples from their own experiences	YES 98.4 NO 1.6	YES 95.9 NO 4.1	YES 97.8 NO 2.2	YES 88.6 NO 11.4	YES 94.9 NO 5.1
5. Encourages students to use mental imagery	YES 93.1 NO 6.9	YES 93.0 NO 7.0	YES 95.3 NO 4.7	YES 75.6 NO 24.2	YES 88.0 NO 12.0

6.	Asks a variety of questions	YES 94.9 NO 5.1	YES 98.1 NO 1.9	YES 99.1 NO 0.9	YES 95.3 NO 4.7	YES 98.7 NO 1.3
7.	Wait time is used to enhance student learning	YES 93.7 NO 6.3	YES 97.2 NO 2.8	YES 98.7 NO 1.3	YES 90.1 NO 9.9	YES 93.3 NO 6.7
8.	Encourages critical analysis and/or problem solving	YES 89.9 NO 10.1	YES 94.9 NO 5.1	YES 96.8 NO 3.2	YES 86.5 NO 13.5	YES 96.5 NO 3.3
9.	Encourages students to elaborate, extend or critique their own or other students' responses	YES 94.6 NO 5.4	YES 94.0 NO 6.0	YES 95.9 NO 4.1	YES 84.1 NO 15.9	YES 93.0 NO 7.0
10.	Encourages creative thinking	YES 95.9 NO 4.1	YES 95.6 NO 4.4	YES 97.2 NO 2.8	YES 89.2 NO 10.8	YES 97.5 NO 2.5
11.	Provides opportunities for the extension of learning to new contexts	YES 89.2 NO 10.8	YES 95.6 NO 4.4	YES 97.5 NO 2.5	YES 86.1 NO 13.9	YES 93.9 NO 6.1

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

17.5 Yes 82.5 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.E:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      85.4 Yes 14.6 No

   b) Renewal of professional certification in Louisiana?

      85.4 Yes 14.6 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
39.5 Not Prepared At All	30.6 Not Prepared At All
56.7 Somewhat Prepared	59.9 Somewhat Prepared
3.8 Completely Prepared	9.5 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.F: CLARIFICATION

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Areas of misunderstanding or difficulty are identified before students ask questions **or** no misunderstanding or difficulty occurs	YES 78.7 NO 21.3	YES 86.9 NO 13.1	YES 89.2 NO 10.8	YES 66.6 NO 33.4	YES 75.5 NO 24.5
2. Different words or examples are used in clarification **or** no clarification is needed	YES 96.5 NO 3.5	YES 99.4 NO 0.6	YES 97.1 NO 2.9	YES 93.3 NO 6.7	YES 97.8 NO 2.2
3. Bases for learner difficulties or misunderstandings are sought **or** no misunderstandings or difficulties occur **or** probing is not necessary.	YES 90.8 NO 9.2	YES 99.0 NO 1.0	YES 97.5 NO 2.5	YES 90.2 NO 9.8	YES 96.5 NO 3.5
4. Clarifications are made for individuals or small groups rather than for the entire class **or** this type of clarification is not necessary	YES 91.5 NO 8.5	YES 95.9 NO 4.1	YES 95.3 NO 4.7	YES 80.1 NO 19.9	YES 88.3 NO 11.7
5. Attempts to eliminate misunderstanding are successful **or** no misunderstanding occurs	YES 94.0 NO 6.0	YES 95.3 NO 4.7	YES 93.6 NO 6.4	YES 83.9 NO 16.8	YES 94.2 NO 5.8

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

20.1 Yes 79.9 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.F:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      88.6 Yes 11.4 No

   b) Renewal of professionnal certification in Louisiana?

      90.8 Yes 9.2 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:

22.4 Not Prepared At All

70.5 Somewhat Prepared

7.1 Completely Prepared

b) Experienced Teachers:

10.5 Not Prepared At All

70.5 Somewhat Prepared

19.0 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.G: PACE

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Learning activities are implemented at an appropriate pace	YES 96.2 NO 3.8	YES 99.4 NO 0.6	YES 97.5 NO 2.5	YES 94.6 NO 5.4	YES 99.7 NO 0.3
2. Summarizes or reviews during the lesson to monitor/assess the pace of teaching and learning	YES 95.6 NO 4.1	YES 98.4 NO 1.6	YES 98.7 NO 1.3	YES 95.2 NO 4.8	YES 97.1 NO 2.9
3. Provides sufficient time for students to complete learning task(s)	YES 98.4 NO 1.6	YES 99.0 NO 1.0	YES 98.1 NO 1.9	YES 96.8 NO 3.2	YES 99.4 NO 0.6

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

5.4 Yes 94.6 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.G:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

a) Initial professional certification in Louisiana?

94.6 Yes 5.1 No

b) Renewal of professional certification in Louisiana?

95.6 Yes 4.4 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
13.4 Not Prepared At All	3.5 Not Prepared At All
77.6 Somewhat Prepared	57.6 Somewhat Prepared
8.9 Completely Prepared	38.9 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.II: MONITORING LEARNING TASKS AND INFORMAL ASSESSMENT

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Monitors students' initial engagement in learning tasks	YES 96.5 NO 3.5	YES 99.0 NO 1.0	YES 99.0 NO 1.0	YES 95.9 NO 4.1	YES 98.1 NO 1.9
2. Monitors students' engagement during learning tasks	YES 97.5 NO 2.5	YES 99.7 NO 0.3	YES 99.0 NO 1.0	YES 96.8 NO 3.2	YES 99.0 NO 1.0
3. Monitors the completion of learning tasks	YES 98.4 NO 1.6	YES 99.7 NO 0.3	YES 99.0 NO 1.0	YES 95.5 NO 4.5	YES 98.4 NO 1.6
4. Solicits a range of responses from students for informal assessment purposes	YES 91.1 NO 8.9	YES 96.8 NO 3.2	YES 98.7 NO 1.3	YES 92.4 NO 7.6	YES 94.9 NO 5.1
5. A variety of levels of learning is assessed as appropriate	YES 82.5 NO 17.5	YES 94.6 NO 5.4	YES 97.8 NO 1.3	YES 87.3 NO 12.7	YES 94.6 NO 5.4
6. Adjustments within the lesson are made as needed **or** no adjustments are necessary	YES 95.9 NO 4.1	YES 99.4 NO 0.6	YES 98.4 NO 1.6	YES 94.9 NO 5.1	YES 98.4 NO 1.6

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

20.1 Yes 79.9 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.H:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

   88.6 Yes 11.4 No

   b) Renewal of professional certification in Louisiana?

   90.8 Yes 9.2 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
22.4 Not Prepared At All	10.2 Not Prepared At All
70.5 Somewhat Prepared	70.5 Somewhat Prepared
7.1 Completely Prepared	19.0 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.I : FEEDBACK

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Provides specific feedback to students about responses which are adequate and inadequate	YES 94.0 NO 6.0	YES 98.7 NO 1.3	YES 98.7 NO 1.3	YES 92.7 NO 7.3	YES 97.5 NO 2.5
2. Suggestions for improving performance are provided to students **or** none are needed	YES 94.9 NO 5.1	YES 98.7 NO 1.3	YES 98.1 NO 1.9	YES 93.6 NO 6.4	YES 98.4 NO 1.6
3. Revisits students who have responded inadequately	YES 96.2 NO 3.8	YES 97.8 NO 2.2	YES 98.4 NO 1.6	YES 90.4 NO 9.6	YES 95.2 NO 4.8
4. Provides specific feedback to students when they have mastered learning objective(s)	YES 94.6 NO 5.4	YES 97.2 NO 2.8	YES 97.8 NO 2.2	YES 90.4 NO 9.6	YES 94.9 NO 5.1

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

7.0 Yes 93.0 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.I:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      94.0 Yes 6.0 No

   b) Renewal of professional certification in Louisiana?

      94.3 Yes 5.7 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
13.1 Not Prepared At All	3.2 Not Prepared At All
74.4 Somewhat Prepared	68.7 Somewhat Prepared
12.5 Completely Prepared	28.2 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.J: ORAL AND WRITTEN COMMUNICATION

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Performance Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Written language used in lesson presentation is accurate	YES 99.7 NO 0.3	YES 99.1 NO 0.9	YES 97.8 NO 2.2	YES 99.0 NO 1.0	YES 99.4 NO 0.6
2. Oral language used in lesson presentation is accurate and easy to understand	YES 100.0 NO 0.0	YES 99.7 NO 0.3	YES 94.0 NO 6.0	YES 99.4 NO 0.6	YES 100.0 NO 0.0
3. Uses appropriate vocabulary in oral and written language	YES 99.1 NO 0.9	YES 100.0 NO 0.0	YES 95.5 NO 4.5	YES 99.0 NO 1.0	YES 99.7 NO 0.3
4. Communication is precise with few false starts, interrupters or inappropriate qualifiers	YES 95.9 NO 4.1	YES 98.4 NO 1.6	YES 96.2 NO 3.8	YES 91.8 NO 8.2	YES 95.3 NO 4.7

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

5.1 Yes 94.9 No

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.J:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      98.7 Yes 1.3 No

   b) Renewal of professional certification in Louisiana?

      97.5 Yes 2.5 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment process? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
3.2 Not Prepared At All	1.3 Not Prepared At All
55.8 Somewhat Prepared	47.1 Somewhat Prepared
41.0 Completely Prepared	51.6 Completely Prepared

APPENDIX A

Demographic Information

TOTAL

PART A: DEMOGRAPHIC INFORMATION

DIRECTIONS: Please supply the requested information or check the appropriate space(s) for each item. When completed, please proceed to the Content-Verification Survey on the next page.

1. Sex: 77.1 Female 22.9 Male

2. Ethnicity:
   - 11.2 Black
   - 87.5 White
   - 1.0 Hispanic
   - 0.3 Other (please specify) _____

3. Age:
   - 1.6 21-25
   - 1.3 26-30
   - 11.7 31-35
   - 28.9 36-40
   - 28.3 41-45
   - 15.9 46-50
   - 8.9 51-55
   - 3.5 55-60+

4. Current Position:
   - 53.9 Teacher
   - 22.4 Principal
   - 10.4 Assistant Principal
   - 6.1 Central Office Supervisor
   - 3.6 College Faculty
   - 3.6 Other (please specify)_____

5. Parish in which you are presently employed:_____
   (please print)

6. School level in which you work? (Check only one.)
   - 4.8 Early Childhood
   - 45.5 Elementary
   - 15.5 Secondary/Middle
   - 23.9 Secondary/High
   - 7.4 Multiple Levels
   - 2.9 College Faculty

7. Content area in which you primarily teach or consider your specialty? (Check only one.)
   - 40.1 Basic Skills/Elementary
   - 5.8 Special Education
   - 3.5 Vocational Education
   - 7.7 Social Studies
   - 3.8 Biological Sciences
   - 1.9 Physical Sciences
   - 1.0 Art/Music
   - 15.7 English/Language Arts
   - 2.2 P.E./Recreation
   - 7.7 Math
   - 10.5 Other (please specify) _____

8. Total number of years experience in public/private schools (including the 1989-90 school year):
   - 2.5 1 year
   - 0.6 2 years
   - 0.3 3- 5 years
   - 5.1 6-10 years
   - 23.5 11-15 years
   - 34.6 16-20 years
   - 33.3 20 + years

9. Are you a graduate of a Louisiana Undergraduate Teacher Education Program?
   - 81.8 Yes
   - 18.2 No

10. Highest degree earned:
    - 3.8 Bachelors
    - 35.9 Masters
    - 46.7 Masters +30
    - 9.2 Specialist
    - 4.4 Doctorate

ELEMENTARY

PART A: DEMOGRAPHIC INFORMATION

DIRECTIONS: Please supply the requested information or check the appropriate space(s) for each item. When completed, please proceed to the Content-Verification Survey on the next page.

1. Sex: 97.8 Female 2.2 Male

2. Ethnicity:
   6.6 Black
   92.1 White
   1.1 Hispanic
   ____ Other (please specify) _____

3. Age:
   ____ 21-25
   2.2 26-30
   22.0 31-35
   34.1 36-40
   24.2 41-45
   12.1 46-50
   4.4 51-55
   1.1 55-60+

4. Current Position:
   100 Teacher
   ____ Principal
   ____ Assistant Principal
   ____ Central Office Supervisor
   ____ College Faculty
   ____ Other (please specify)_____

5. Parish in which you are presently employed:_____
   (please print)

6. School level in which you work? (Check only one.)
   8.8 Early Childhood
   ____ Secondary/High
   91.2 Elementary
   ____ Multiple Levels
   ____ Secondary/Middle
   ____ College Faculty

7. Content area in which you primarily teach or consider your specialty? (Check only one.)
   80.2 Basic Skills/Elementary
   6.6 Special Education
   ____ Vocational Education
   ____ Social Studies
   ____ Biological Sciences
   ____ Physical Sciences
   ____ Art/Music
   7.7 English/Language Arts
   ____ P.E./Recreation
   2.2 Math
   2.2 Other (please specify) _____

8. Total number of years experience in public/private schools (including the 1989-90 school year):
   1.1 1 year
   ____ 2 years
   ____ 3- 5 years
   9.9 6-10 years
   31.9 11-15 years
   36.3 16-20 years
   20.9 20 + years

9. Are you a graduate of a Louisiana Undergraduate Teacher Education Program?
   89.0 Yes
   11.0 No

10. Highest degree earned:
    2.2 Bachelors
    58.2 Masters
    34.1 Masters +30
    5.5 Specialist
    ____ Doctorate

BEST COPY AVAILABLE

SECONDARY

PART A: DEMOGRAPHIC INFORMATION

DIRECTIONS: Please supply the requested information or check the appropriate space(s) for each item. When completed, please proceed to the Content-Verification Survey on the next page.

1. Sex:

86.8 Female 13.2 Male

2. Ethnicity:

8.8 Black
91.2 White
___ Hispanic
___ Other (please specify) _____

3. Age:

___ 21-25
___ 26-30
16.2 31-35
32.4 36-40
29.4 41-45
8.8 46-50
7.4 51-55
5.9 55-60+

4. Current Position:

100 Teacher
___ Principal
___ Assistant Principal
___ Central Office Supervisor
___ College Faculty
___ Other (please specify)_____

5. Parish in which you are presently employed:_____
(please print)

6. School level in which you work? (Check only one.)

___ Early Childhood
58.8 Secondary/High
___ Elementary
___ Multiple Levels
41.2 Secondary/Middle
___ College Faculty

7. Content area in which you primarily teach or consider your specialty? (Check only one.)

2.9 Basic Skills/Elementary
7.4 Special Education
7.4 Vocational Education
7.4 Social Studies
5.9 Biological Sciences
4.4 Physical Sciences
4.4 Art/Music
44.1 English/Language Arts
1.5 P.E./Recreation
10.3 Math
2.9 Other (please specify) _____

8. Total number of years experience in public/private schools (including the 1989-90 school year):

___ 1 year
1.5 2 years
___ 3- 5 years
8.8 6-10 years
32.4 11-15 years
27.9 16-20 years
29.4 20 + years

9. Are you a graduate of a Louisiana Undergraduate Teacher Education Program?

80.6 Yes
17.9 No

10. Highest degree earned:

2.9 Bachelors
44.1 Masters
45.6 Masters +30
5.9 Specialist
1.5 Doctorate

TEACHERS

PART A: DEMOGRAPHIC INFORMATION

DIRECTIONS: Please supply the requested information or check the appropriate space(s) for each item. When completed, please proceed to the Content-Verification Survey on the next page.

1. Sex: 93.4 Female 6.6 Male

2. Ethnicity:
   - 7.8 Black
   - ____ Hispanic
   - 91.6 White
   - .6 Other (please specify) _____

3. Age:
   - ____ 21-25
   - 1.2 26-30
   - 19.3 31-35
   - 34.9 36-40
   - 25.9 41-45
   - 10.2 46-50
   - 5.4 51-55
   - 3.0 55-60+

4. Current Position:
   - 100 Teacher
   - ____ Principal
   - ____ Assistant Principal
   - ____ Central Office Supervisor
   - ____ College Faculty
   - ____ Other (please specify)_____

5. Parish in which you are presently employed:_____
   (please print)

6. School level in which you work? (Check only one.)
   - 4.8 Early Childhood
   - 24.1 Secondary/High
   - 50.0 Elementary
   - 4.2 Multiple Levels
   - 16.9 Secondary/Middle
   - ____ College Faculty

7. Content area in which you primarily teach or consider your specialty? (Check only one.)
   - 46.4 Basic Skills/Elementary
   - 7.2 Special Education
   - 3.0 Vocational Education
   - 3.6 Social Studies
   - 2.4 Biological Sciences
   - 1.8 Physical Sciences
   - 1.8 Art/Music
   - 22.9 English/Language Arts
   - 1.2 P.E./Recreation
   - 5.4 Math
   - 3.0 Other (please specify) _____

8. Total number of years experience in public/private schools (including the 1989-90 school year):
   - .6 1 year
   - .6 2 years
   - ____ 3- 5 years
   - 9.6 6-10 years
   - 31.9 11-15 years
   - 33.7 16-20 years
   - 23.5 20 + years

9. Are you a graduate of a Louisiana Undergraduate Teacher Education Program?
   - 84.8 Yes
   - 14.5 No

10. Highest degree earned:
   - 2.4 Bachelors
   - 51.2 Masters
   - 38.6 Masters +30
   - 7.2 Specialist
   - .6 Doctorate

ADMINISTRATORS

PART A: DEMOGRAPHIC INFORMATION

DIRECTIONS: Please supply the requested information or check the appropriate space(s) for each item. When completed, please proceed to the Content-Verification Survey on the next page.

1. Sex: 59.1 Female 40.9 Male

2. Ethnicity:
   15 Black
   83 White
   ___ Hispanic
   1.4 Other (please specify) _____

3. Age:

3.4	21-25	30.9	41-45
1.3	26-30	22.1	46-50
3.4	31-35	12.8	51-55
22.1	36-40	4.0	55-60+

4. Current Position:

___	Teacher	12.7	Central Office Supervisor
48.6	Principal	7.7	College Faculty
22.5	Assistant Principal	7.7	Other (please specify)_____

5. Parish in which you are presently employed:_____
(please print)

6. School level in which you work? (Check only one.)

4.9	Early Childhood	40.3	Elementary	13.9	Secondary/Middle
23.6	Secondary/High	11.1	Multiple Levels	6.3	College Faculty

7. Content area in which you primarily teach or consider your specialty? (Check only one.)

32.9	Basic Skills/Elementary	___	Art/Music
4.1	Special Education	7.5	English/Language Arts
4.1	Vocational Education	3.4	P.E./Recreation
12.3	Social Studies	10.3	Math
5.5	Biological Sciences	12.3	Other (please specify) _____
2.1	Physical Sciences		

8. Total number of years experience in public/private schools (including the 1989-90 school year):

4.7	1 year	13.4	11-15 years
.7	2 years	35.6	16-20 years
.7	3- 5 years	44.3	20 + years
___	6-10 years		

9. Are you a graduate of a Louisiana Undergraduate Teacher Education Program?

   78.4 Yes
   18.9 No

10. Highest degree earned:
    5.4 Bachelors
    18.8 Masters
    55.7 Masters +30
    11.4 Specialist
    8.7 Doctorate

APPENDIX B

Organizational Structure of the 1989
System for Teaching and learning Assessment and Review (STAR)

STAR Teaching and Learning Component of TIME
with accompanying Assessment Indicators,
Annotations and Decision Making Rules

S T A R

System for Teaching and Learning Assessment and Review

PERFORMANCE DIMENSION I: PREPARATION, PLANNING AND EVALUATION (32)a

TEACHING AND LEARNING COMPONENTS

A. Goals and Objectives (6)b
B. Teaching Methods and Learning Tasks (6)
C. Allocated Time and Content Coverage (4)
D. Aids and Materials (5)
E. Homework (4)
F. Formal Assessment and Evaluation (7)

PERFORMANCE DIMENSION II: CLASSROOM AND BEHAVIOR MANAGEMENT (28)

TEACHING AND LEARNING COMPONENTS

A. Time (8)
B. Classroom Routines (4)
C. Student Engagement (1)
D. Managing Task-Related Behavior (6)
E. Monitoring and Maintaining Student Behavior (9)

PERFORMANCE DIMENSION III: LEARNING ENVIRONMENT (16)

TEACHING AND LEARNING COMPONENTS

A. Psychosocial Learning Environment (12)
B. Physical Learning Environment (4)

PERFORMANCE DIMENSION IV: ENHANCEMENT OF LEARNING (64)

TEACHING AND LEARNING COMPONENTS

A. Lesson and Activities Initiation (10)
B. Teaching Methods (6)
C. Aids and Materials (8)
D. Content Accuracy and Emphasis (7)
E. Thinking Skills (11)
F. Clarification (5)
G. Pace (3)
H. Monitoring Learning Tasks and Informal Assessment (6)
I. Feedback (4)
J. Oral and Written Communication (4)

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a Number of Assessment Indicators Comprising Performance Dimension

b Number of Assessment Indicators Comprising Teaching and Learning Component

PERFORMANCE DIMENSION II: CLASSROOM AND BEHAVIOR MANAGEMENT

Effective classroom and behavior management comprise a necessary element of effective teaching performance. Clearly communicated and well-established behavioral expectations and fair and consistent consequences facilitate effective and efficient monitoring and maintenance of acceptable student behavior. Students' active engagement in learning tasks, a strong correlate of student achievement is maximized through stimulus variation and redirecting and revisiting students who are "off task". Appropriate learning activities should be provided for "early finishers" to maximize learning time and student engagement in learning tasks. Time for learning is further maximized by initiating teaching and learning activities promptly, implementing transitions without delays, efficiently handling routine tasks and avoiding undesirable digressions from topics or learning activities.

TEACHING AND LEARNING COMPONENTS

II.A. Time

II.B Classroom Routines

II.C. Student Engagement

II.D. Managing Task-Related Behavior

II.E. Monitoring and Maintaining Student Behavior

TEACHING AND LEARNING COMPONENT II.A: TIME

COMMENTS: Teaching and learning activities reasonably reflect allocated time, begin promptly, proceed efficiently with smooth transitions and no undesirable digressions and allow for maximum opportunities for student engagement in learning. **"Activity" refers to all things teachers and students do in the classroom.**

RESEARCH BASE

Research in classroom management suggests that effective use of time involves effective management of classroom activities. Brophy and Evertson (1976) found strong and consistent positive relationships between student engagement in tasks and learning gains. Similarly, in a study by Evertson, et al. (1980), positive correlations were found between effective management skills and teacher control (teacher's use of time) and student achievement. According to Scott and Bushell (1974), teaching and learning time is most effectively utilized when teachers spend minimal amounts of time helping individual students. Arlin (1979) has found that teacher use of structured transitions (e.g., giving students procedural directions, establishing transition routines) results in a decrease in unnecessary delays in teaching and learning. Additionally, there are several recent studies which lend further support to the notion that teachers who are efficient classroom managers maximize student engagement time by minimizing organization and transition time during lessons (Coker, Medley and Soar, 1980; Fisher et al. 1980; Good and Grouws, 1979; Stallings, Cory, et al. 1977).

TEACHING AND LEARNING COMPONENT II.A: TIME

ASSESSMENT INDICATORS	ANNOTATION	NOTES/CLARIFICATION
II.A.1 Learning activities begin promptly	This indicator focuses on the *beginning of the lesson.* Learning activities should begin with little time spent on organizational activities such as roll taking and distributing materials and supplies. The efficiency with which organizational activities are handled is always a concern. IF A SIGNIFICANT AMOUNT OF TIME IS WASTED AT THE BEGINNING OF THE LESSON, THE INITIAL USE OF TIME IS UNACCEPTABLE.	
II.A.2 Expectations for maintaining and completing timelines for tasks are communicated to students.	As initial tasks begin and as tasks change throughout the lesson, the teacher should clearly communicate to students when tasks are to be completed. Cautions about wasting time and informing students about the persistence needed to complete tasks on time are elements of effective communication of expectations. IF THE TEACHER DOES NOT ADEQUATELY COMMUNICATE THESE EXPECTATIONS TO STUDENTS, THE USE OF TIME AVAILABLE FOR LEARNING IS UNACCEPTABLE.	

APPENDIX C

Directions for Louisiana STAR
Content Verification Study

PART B: LOUISIANA STAR CONTENT VERIFICATION SURVEY

Overview

The assessment/support system being piloted in Louisiana is a comprehensive system that focuses on both teaching and learning. The system will require teachers to demonstrate acceptable performance from the pre-planning stage through multiple observations of complete lessons.

The teaching and learning process is divided into four (4) broad areas/dimensions of performance. Listed below are the four (4) broad PERFORMANCE DIMENSIONS of the teaching and learning process:

1) Preparation, Planning and Evaluation
2) Classroom and Behavior Management
3) Learning Environment
4) Enhancement of Learning

Under each Performance Dimension is a list of Teaching and Learning Components and corresponding ASSESSMENT INDICATORS. These Performance Dimensions, Teaching and Learning Components and Assessment Indicators form the framework of the EXTENDED PILOT version of the assessment and professional support system for beginning and experienced teachers in Louisiana. This system has been entitled the System for Teaching and learning Assessment and Review (STAR).

DIRECTIONS: PLEASE READ CAREFULLY

The survey that follows contains the four (4) PERFORMANCE DIMENSIONS, TEACHING AND LEARNING COMPONENTS and corresponding ASSESSMENT INDICATORS that comprise the extended pilot version of the STAR. An overview of each performance dimension is provided. For each assessment indicator you are asked to respond to a set of five (5) questions. These questions are listed below. the column headings in the survey provide keys to each of these questions. Please CIRCLE either YES or NO to all five (5) questions for each indicator. Try to consider each assessment indicator independently; that is, try not to let your responses to one indicator influence your responses to the next.

Respond to each question from YOUR PERSPECTIVE as an experienced educator.

Question 1: Is the assessment indicator CLEARLY STATED? That is, will teachers and observers know when it is being performed or when it is occurring?

Question 2: Is the assessment indicator APPLICABLE to the subject matter/area you teach or that you consider your content specialty?

Question 3: Is the assessment indicator FREE OF BIAS against any person based on race, ethnicity, sex, religion, etc?

Question 4: Is the assessment indicator a REASONABLE PERFORMANCE EXPECTATION for teachers in Louisiana who are seeking a professional, renewable certificate?

Question 5: Is the assessment indicator an IMPORTANT ELEMENT FOR ENHANCING STUDENT LEARNING?